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ABSTRACT

In January 1995, a private research firm conducted the first year of a 5-year evaluation of tech prep (TP) in Ohio. State- and consortium-level baseline data about the following were collected: state policies/practices for TP; role of consortia in TP; professional development of instructors/administrators for TP; selected groups' knowledge/attitudes about TP; and impact of TP on current/former students. Data were collected from the following: interviews with 21 consortium coordinators, 22 school district and 22 joint vocational services district representatives, 24 community/technical college and 9 four-year university representatives, 20 business/industry and 11 labor representatives, 10 parents of TP students, and 12 TP students; survey of all 712 students and parents of students enrolled in TP in 1994-95; and survey of 287 business/industry representatives identified by consortium coordinators as individuals familiar with the efforts of local TP consortia. Data from the interviews, the 70 responses to the student/parent survey (10% response rate), and the 113 responses to the business/industry survey (39% response rate) were analyzed. Issues requiring further study were identified, and the evaluation plans for the remaining 4 years of the study were detailed. (Appendixes constituting approximately 75% of this document contain the 14 survey instruments and tallied results.) (MN)

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AN EVALUATION OF TECH PREP IN OHIO YEAR ONE FINAL REPORT

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1. INTRODUCTION

1. INTRODUCTION

A. Background

In January 1995, the Ohio Department of Education (ODE) and the Ohio Board of Regents (OBR) contracted with MGT of America, Inc. to conduct the first year of a five-year evaluation of Tech Prep. The contract incorporated the specifications found in the state's Request For Proposals (RFP) and MGT's proposal which was submitted in response to the RFP. In July 1995, ODE and OBR contracted with MGT to continue the evaluation through the second and third years of what is still planned to be a five-year longitudinal evaluation. Although MGT has provided numerous progress reports and deliverables throughout the first nine months of the project, this document presents a comprehensive summary of the findings and recommendations from the initial year of this evaluation of Tech Prep in Ohio.

A recently released report from the U.S. Department of Education states that:

> *Tech-Prep is a response to concerns about the readiness of large segments of American youth to take up productive roles in a workplace that requires skills in the use of sophisticated technology and the ability to learn new skills and adapt to continuing change. Many American students fail to develop these skills in high school; they either go no further in their education or go on to further education but must devote much of their time to mastering basic academic skills rather than advanced academic and technical material.*
>
> *Tech-Prep, formulated most clearly as a program concept by Dale Parnell (in 1985) is viewed as a strategy for improving the skills and employment preparation of American youth who might not otherwise pursue higher education. The Tech-Prep concept emphasizes applied learning--teaching academic materials through practical hands-on experience--and the development of clearly defined academic and technical competencies. Rather than "watering down" or neglecting academic content , this approach emphasizes finding effective ways to teach it that work with students who learn best through tangible experience. Students are to be presented with planned career "pathways" that link their high school classes to advanced technical education in community colleges, technical colleges, apprenticeship*

programs, or other higher education institutions. Ideally, the planned sequences of study would develop qualifications for jobs with good pay in fields where there is strong and growing labor demand.

Strong interest in the Tech-Prep concept among educators and policymakers, and growing concern about strengthening skill levels among American youth, led to emphasis on technology-oriented education in the reauthorization of the Carl D. Perkins Vocational Act of 1984. The 1990 amendments to the Act retitled the legislation the "Carl D. Perkins Vocational and Applied Technology Education Act," and provided guidelines and funding for Tech-Prep program development in Title IIIE, labeled the "Tech-Prep Education Act."[1]

Like the State of Ohio, the U.S. Department of Education also is conducting a five-year study of Tech Prep. Presently available reports from the national study, though recently released, provide data that are somewhat dated -- mainly providing information about Tech Prep programs and consortia as they were two or more years ago. Some of the key findings from the national study are noted below.[2]

- In FY 1993, 812 Tech Prep consortia were funded; these consortia involved nearly one-half of the nation's school districts.
- More than 172,000 students were reported as participating in Tech Prep in school year 1992-93, but many other consortia did not have student participation statistics available. Thus, the actual number of participants was much higher.
- Tech Prep is expanding throughout the country.
- Like Ohio, most states involve multiple state-level agencies in Tech Prep.

At the time MGT began this evaluation, 24 Tech Prep consortia had been funded and were in varying stages development and implementation. The process for selecting and funding Tech Prep consortia is discusses later in this report. Exhibit 1

[1] *The Emergence of Tech-Prep at the State and Local Levels*, Mathematica Policy Research, Inc., 1995, Princeton, NJ, Prepared under Contract No LC 92107001 for the U.S. Department of Education. Note: in this federal report the term "Tech-Prep" is hyphenated, whereas, in the State of Ohio, the non-hyphenated "Tech Prep" is often used. Both forms are acceptable and are used throughout this report.

[2] Ibid.

presents a map of the state that shows the location of each of the 24 consortia and the way they were phased into operation:

- Phase I consortia (n=6) were initially funded in FY 1992;
- Phase II consortia (n=7) were initially funded in FY 1993;
- Phase III (n=7) and Phase IV (n=4) consortia were initially funded in FY 1995.

EXHIBIT 1

THE 24 OHIO TECH-PREP CONSORTIA

Phase I

1. Central Ohio Tech-Prep Consortium
2. Miami Valley Tech-Prep Consortium
3. North Central Tech-Prep Consortium
4. North Coast Tech-Prep Consortium
5. Tech-Prep Partners of Marion, VEPD III
6. Washington-Morgan Counties Tech-Prep Consortium

Phase II

7. Akron Tech-Prep Consortium
8. Columbiana County Tech-Prep Consortium
9. Kent Trumbull Tech-Prep Consortium
10. Lakeland Tech-Prep Consortium
11. Ohio South Tech-Prep Consortium
12. Stark County Tech-Prep Consortium
13. Upper Miami Valley Tech-Prep Consortium

Phase III

14. Clark State Tech-Prep Consortium
15. Greater Cincinnati Tech-Prep Consortium
16. Jefferson County Tech-Prep Consortium
17. Lorain County Tech-Prep Consortium
18. Mid-East Ohio Tech-Prep Consortium
19. Workforce Development Council
20. West Central Ohio Tech-Prep Consortium

Phase IV

21. Applied Technology Instruction Technical Education & Careers in Horticulture Tech-Prep Consortium
22. Mahoning Area Consortium
23. Northwest Ohio Tech-Prep Consortium
24. Tuscarawas Valley Tech-Prep Consortium

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B. Methodology

MGT's methodology for conducting the first year of the five-year evaluation essentially followed the work plan presented in MGT's proposal. However, there were some minor modifications in protocols and schedules that were mutually agreed upon by the State and MGT to ensure that the most useful and timely information would be obtained during this period.

Year One of the evaluation was viewed as a critical period for collecting baseline information and data about Tech Prep implementation to date at both the state and consortia levels. To obtain this baseline data, MGT used the procedures described below to address numerous questions about Tech Prep that are presented in the next chapter or this report.

Evaluation Design and Reporting

In January 1995, MGT held conference calls with the State Tech Prep Evaluation Committee to present, review, and make necessary modifications in the evaluation design from the proposal and in presentations made to the Committee during its proposal review process. Thereafter, findings from the evaluation were reported and shared with the Committee as the findings evolved. At a Committee meeting in late June, MGT presented the major evaluation findings to date. MGT also gave state-level Tech Prep administrators MGT's assessments of the strengths and weaknesses of individual consortia relative to eight *Dimensions of Systemic Change* (see Exhibit 2) which served as the conceptual framework for evaluation instruments developed this year.

EXHIBIT 2
DIMENSIONS OF SYSTEMIC CHANGE

A. **CONCEPTUAL DIMENSION** - (the degree to which consortium members see themselves as members of a larger system; producers and consumers of educational products within that system; and owners of both the problems and potential solutions inherent to that system; and the level of their commitment to cooperation and collaboration as primary strategies of systemic change)

B. **ORGANIZATIONAL DIMENSION** - (the degree to which consortium members establish, empower, and maintain a formal structure; charging it with creating a single system and using the cooperative and collaborative action of its individual members to address the identified mutual problems and perform tasks and accomplish goals that are unattainable by any single member)

C. **INFORMATIONAL DIMENSION** - (the degree to which consortium members understand the need for and are committed to a common system of collecting, analyzing, interpreting, and disseminating the data and information necessary to plan and initiate change within the system)

D. **DESIGN AND DEVELOPMENT DIMENSION** - (the degree to which new and creative options for students are developed, which do not focus on linking current secondary and higher education curricula, but rather on achieving systemic change)

E. **EMPOWERING DIMENSION** - (the degree to which comprehensive career guidance services are provided at the secondary and higher education levels, so students can make more intelligent choices about career goals, select appropriate educational experiences, and reach those goals)

F. **PROFESSIONAL DEVELOPMENT DIMENSION** - (the degree to which participants [e.g., teachers, counselors, administrators, etc.] are provided the staff development necessary to carry out the planned activities at critical times dictated by implementation of other tasks)

G. **IMPLEMENTING DIMENSION** - (the degree to which the consortium carries out the planned Tech Prep initiative through its secondary and higher education members)

H **EVALUATING DIMENSION** - (the degree to which the partners evaluate the initiative through formative and summative evaluation techniques, focusing primarily on the process and determining ways of improving it)

Data Collection Instrument Development and Pilot Testing

MGT obtained Tech Prep survey data collected from Ohio consortia in Fall 1994 by Mathematica, Inc., the contractor that is performing the national evaluation of Tech Prep for the U.S. Department of Education. MGT used Mathematica's survey data collected by the Ohio Tech Prep consortia to begin building a database that would avoid gathering evaluation information that was already available. Following meetings with state-level Tech Prep staff, MGT developed and reviewed data collection instruments with them, and pilot-tested the instruments during site visits to three selected consortia (Lakeland, Ohio South, and Workforce Development Council); in late February and early March. Following the pilot-test, MGT met with state-level Tech Prep staff to review findings and to improve procedures for collecting information from the remaining 21 consortia.

Survey of Consortium Coordinators

MGT developed a comprehensive survey instrument and sent it to Consortium Coordinators to complete prior to MGT's remaining site visits. The survey questions and Coordinators' aggregated responses are displayed in Appendix A. Included among these responses are both the information provided to by Coordinators to MGT in Spring 1995 and information they provided to Mathematica in Fall 1994. **Mathematica's survey data are distinguished as shaded sections in Appendix A.**

Interviews with Representative Consortia Stakeholders

During the month of May, MGT made site visits to the 21 consortia that had not visited during the pilot test. As done during the pilot test, interviews were conducted with up to nine groups of stakeholders using the interview guides shown in the appendices. The number of representatives interviewed at each consortium varied

depending on the level of implementation of the consortium and the availability of representatives for each stakeholder group. In all cases, Consortium Coordinators selected the representatives and scheduled their interviews with one of the MGT evaluators. Most representatives served on the governing board of their local consortia and were quite familiar with the operation of their consortia.

Aggregated summaries of findings from the interviews at all 24 consortia are presented in the appendices as follows:

- Findings from interviews with Consortium Coordinators (Appendix B)
- Findings from interviews with 22 school district representatives (Appendix C)
- Findings from interviews with 22 joint vocational service district representatives (Appendix D)
- Findings from interviews with 24 community/technical college representatives (Appendix E)
- Findings from interviews with 9 four-year representatives (Appendix F)
- Findings from interviews with 20 business/industry representatives (Appendix G)
- Findings from interviews with 11 labor representatives (Appendix H)
- Findings from interviews with 10 parents of Tech Prep students (Appendix I)
- Findings from interviews with 12 Tech Prep students (Appendix J)

Surveys of Students, Parents, and Business/Industry Representatives

During the last week of May 1995, Consortium Coordinators distributed surveys to all 712 students and parents of students who were enrolled in Tech Prep during the 1994-95 school year. The surveys were developed by MGT and approved by state-level Tech Prep administrators. Each survey packet included a questionnaire for the

student to complete and return to his/her instructor for transmittal to MGT. Each student's survey packet also included a survey for his/her parent to complete and return directly to MGT using an attached pre-addressed, postage-paid envelope.

MGT processed and analyzed all student and parent surveys that were completed and returned by July 19, 1995. Of the 712 students who received surveys, 367 (52%) returned a completed survey. Only 70 (10%) of the 712 parents of Tech Prep students returned a completed survey. Aggregated responses from the *Student Survey* and from the *Parent Survey* are displayed in Appendices K and L respectively.

On July 12, 1995 other surveys developed by MGT and approved by the state were mailed to 287 business and industry representatives who were identified by Consortium Coordinators as persons who were familiar with the efforts of their local Tech Prep consortia. A total of 113 (39%) of these select business/industry representatives completed and returned a survey questionnaire by August 17, the date on which MGT analyzed all responses. Aggregated responses from the *Business/Industry Representative Survey* are presented in Appendix M.

Survey of Tech Prep Implementation in Selected States

On April 13, MGT sent a survey to the state-level Tech Prep administrators in five other states (FL, MI, NY, OK, PA) to obtain information that the State of Ohio wished to have to compare its Tech Prep initiatives with those in the other states. The survey was designed so that respondents could either complete and return it to MGT or have one of the MGT evaluators follow up by telephone to obtain answers to each survey question. An MGT evaluator also used the survey instrument with Ohio state-level Tech Prep administrators to ensure comparability with the other states. With the exception of

Michigan, which was unable to respond to the survey due to having new state-level Tech Prep leadership; all other states responded.

Results of the *Survey of Tech Prep Programs in Selected States* are presented in Appendix N.

Review of State Policy and Practice Regarding Tech Prep

Throughout the past nine months and in a special trip to Columbus in August 1995, the MGT evaluators reviewed state-level initiatives and collected information to assess state-level policy and practice related to Tech Prep. Most of this information was obtained through informal interviews with individuals who played (and in most cases continue to play) key roles in implementing Tech Prep throughout the State of Ohio. Additional qualitative data were collected through observations of group dynamics during meetings of the State Tech Prep Steering Committee.

Development of an Initial Database Related to State Benchmarks for Tech Prep

MGT developed and delivered to the state an initial database containing information collected about each consortium that relates to *Benchmarks* that the state identified for determining the extent to which consortia achieve the six critical components of Tech Prep in Ohio. These components and the states *Benchmarks* are displayed in Exhibit 3.

EXHIBIT 3
TECH-PREP CRITICAL COMPONENTS AND BENCHMARKS

CRITICAL COMPONENTS	BENCHMARKS
I Tech-Prep programs will demonstrate systemic change. New, creative, and innovative options will be provided to students. These options will not focus on linking what Ohio is currently doing at the secondary level with what is currently being offered at the postsecondary level, but rather focus on achieving systemic change at both levels.	■ A seamless curriculum that begins in high school and continues through an associate degree or two-year certificate program is distinctive from previously existing curriculum options. ■ A "memorandum of standing" (MOU) has been designed and agreed to by secondary education, postsecondary education, and business, industry and labor partners. This MOU is reviewed annually by the governing board of the consortium. ■ Documentation of collaborative procurement and/or use of existing and/or new facilities, equipment, finances, community and industry resources, and program access. ■ A Tech-Prep coordinator/director has been employed using local tax base, tuition, and/or state subsidy money in part or in full.
II Tech-Prep programs provide expanded opportunities for all students. II (Cont'd)	■ A documented marketing plan includes(1) informing the community about Tech-Prep, (2) recruitment of students for the Tech-Prep programs offered, and (3) recruitment of community supporters/partners for the Tech-Prep initiative. ■ Accommodations have been made for special populations and nontraditional students to participate in the Tech-Prep program. ■ Data has been collected on (1) all students in grades 9-10 who are enrolled in Tech-Prep identified courses on the curriculum pathways, and (2) the students enrolled in all three components (academic, occupational, and employability) of a Tech-Prep program as identified on the curriculum pathways during grades 11-12. ■ Baseline data has been established and changes in enrollment patterns will be tracked through completion of the Tech-Prep program. The baseline data collected on college prep, vocational, and general education students through grade 12, and the change in enrollment pattern data collected only on those students identified as Tech-Prep students in grade 11 and following them through the associated degree or two-year postsecondary certificate program.

EXHIBIT 3 (Cont'd)
TECH-PREP CRITICAL COMPONENTS AND BENCHMARKS

CRITICAL COMPONENTS	BENCHMARKS
	■ A written strategic plan for professional development of teachers, counselors, and administrators has been implemented and participation documented.
III Tech-Prep programs are a partnership between secondary education, postsecondary education, and business, industry, and labor.	■ Curriculum development is based on regional labor market data. ■ Business, industry, and labor as well as secondary and postsecondary educators are appropriately represented in the consortium on the governing board and various teams/committees. ■ Bylaws have been written and are on file. Documentation(i.e., minutes) has been kept on all meetings of the consortium, governing board, and all teams/committees.
IV Early career education and career exploration are essential to Tech-Prep programs. Starting with the student's Individual Career Plan (ICP) in grade 9, Tech-Prep programs arrange the study of mathematics, science, communications, technology, and specific technical skills in a step-by-step progression of coordinated curricula.	■ A planned career education program in grade 9 through the associate degree has been established and approved by the governing board. this program should include the curriculum pathways as well as information about the career ladder within the applicable field. ■ Counselors have participated in professional development on both the ICP and career counseling. ■ ICPs list a Tech-Prep option. ■ All Tech-Prep students have an ICP that is reviewed annually by a Tech-Prep designated counselor/advisor.
V Academic, occupational, and employability competencies are required at both the secondary and postsecondary levels, enabling a student to enter employment at both the completion of the 12th grade and the end of the postsecondary program.	■ A curriculum development process, such as the Tech-Prep Competency Profile (TCP) Process, has been utilized to design competencies. ■ Tech-Prep curriculum pathways, including prerequisite courses/competencies, have been developed and include, but are not limited to mathematics, science, communications, employability, and occupational competencies. ■ Written job definitions from business, industry, and labor have been developed for both the 12th grade Tech-Prep graduates and the postsecondary graduates. The job definitions have been approved by the governing board and included in appropriate marketing materials.
V (Cont'd)	■ Follow-up data on students placement

EXHIBIT 3 (Cont'd)
TECH-PREP CRITICAL COMPONENTS AND BENCHMARKS

CRITICAL COMPONENTS	BENCHMARKS
	rates will be published annually. The data should reflect placement at the end of both grade 12 and the end of the associate degree or two-year postsecondary certificate program.
VI Tech-Prep curriculum must prepare students with the advanced skills necessary for technical occupations by the end of the two-year postsecondary degree, school-to-work, or an apprenticeship program through an unduplicated program of study that is responsive to the changing technical needs of business, industry, and labor.	▪ Professional development has been provided that adequately prepares teachers of Tech-Prep courses at both the secondary and postsecondary levels. ▪ Annual, face-to-face Tech-Prep curriculum review meetings have been held jointly among educators and business, industry, and labor representatives. ▪ Exit competencies (academics, occupational, and employability) at grade 12 and the postsecondary level have been assessed and documented. ▪ Tech-Prep students graduate with additional and/or higher level technical skills than existing curriculum options at the postsecondary level.

The database was designed to be easily expanded as more and/or changing data about each consortium is obtained. It provides an automated means of extracting needed information about an individual consortium or a group of consortia that have common characteristics.

Longitudinal Telephone Survey of Four Groups of Students

The beginning of a multi-year telephone survey to assess the impact of four different education pathways on students was delayed by mutual agreement of the state and MGT (1) to allow Consortium Coordinators more time to identify students in each of the four groups to be tracked:

- Tech Prep program students
- College Prep program students
- Vocational Education program students
- General Education program students

and (2) to provide the State Tech Prep Evaluation Committee additional time and input into the process proposed by MGT for randomly selecting pools of potential student participants. The telephone survey is expected to proceed during Fall 1995.

2. FINDINGS AND ISSUES RELATED TO EVALUATION QUESTIONS

MGT's five-year evaluation of Tech Prep in Ohio is designed to answer numerous questions. Some of these questions were listed in the state's RFP, and others were added by MGT in the proposal it submitted to the state. Exhibits 4 through 8 present all of these evaluation questions. They are grouped in the following five categories:

- Questions regarding state policy and practice for Tech Prep (Exhibit 4)
- Questions regarding the role of Tech Prep consortia (Exhibit 5)
- Questions regarding professional development of instructors and administrators for Tech Prep (Exhibit 6)
- Questions regarding participants' knowledge and perception of the value of Tech Prep (Exhibit 7)
- Questions regarding the impact of Tech Prep on students and former students (Exhibit 8)

Each of the above exhibits also displays the year or years of the evaluation in which each question will be addressed in MGT's annual reports. The assignment of years in which to answer each evaluation question was one of the issues mutually agreed upon by MGT and the State Tech Prep Evaluation Committee. However, MGT is willing to modify the timing of addressing these evaluation questions if it is in the best interest of the state as the longitudinal evaluation continues.

As seen in the exhibits, some show many questions that are to be addressed initially during this first year of the five-year evaluation. Other exhibits only have a few questions designated for initial attention this year. In all the exhibits, most questions are shown to be addressed in each of several years of the evaluation process. This allows an historical and/or longitudinal approach to the development answers to these multi-year questions as Tech Prep evolves in Ohio.

The remainder of this chapter addresses each of the questions designated for Year One of the evaluation. First year findings related to each question are presented. These findings are based on information and data presented in the many appendices to this report and on the professional judgment of the independent evaluators who serve on the MGT evaluation team. For each Year One question, MGT also presents issues that should be considered as the evaluation continues and the question is re-addressed in future years. These issues also provide a basis for some of the plans presented in Chapter 3 for subsequent years of the evaluation.

EXHIBIT 4
QUESTIONS REGARDING STATE POLICY AND PRACTICE FOR TECH-PREP

QUESTIONS IN RFP:	ANSWERED IN PROJECT YEARS
■ How were the goals and performance indicators for Tech-Prep programs developed?	1-2
■ What processes were used to set direction, select and fund consortia?	1-2
■ What support was given to consortia to assist in the development of academic, employability an occupational competencies?	1-5
■ What support was provided for professional development of faculty?	1-5
■ How was information shared with consortia and others?	1-5
■ How effective were marketing activities to increase awareness of the Tech-Prep program?	2-5
■ Were other state and national reform initiatives coordinated?	1-5
■ How was the state steering committee used and how has it carried out its functions?	1-5
■ What changes, if any, have occurred in the postsecondary program approval and/or accreditation processes, vocational education processes, and secondary education processes as a result of the Tech-Prep initiative?	5
■ What are the policies or practices that enabled/hindered Tech-Prep from moving forward?	1-5
ADDITIONAL QUESTIONS SUGGESTED BY MGT:	
■ What consideration was given to the identification of common workplace competencies for use by all consortia?	1-3
■ What consideration was given to a common base of technical competencies for individual technical areas?	1-3
■ What arrangements exists for the review and revision of competency lists?	1-5
■ What arrangements are there for the exchange of competency lists among consortia?	1-3
■ What procedures exist for monitoring progress on consortia plans?	1-3
■ What, if any, stress is placed upon lateral entry paths for adult and employed workers to Tech-Prep and to a continuing education, worker retraining role?	1-5

EXHIBIT 5
QUESTIONS REGARDING THE ROLE OF TECH-PREP CONSORTIA

QUESTIONS IN RFP:	ANSWERED IN PROJECT YEARS
■ What is the relationship to labor market areas and geographic coverage factors?	1-3
■ What are the Internal Governance/Relationships to other stakeholders in the community including boards of education, Private Industry Councils and other locally recognized stakeholder organizations?	1-3
■ What are the functions of consortia – what is centralized, decentralized (e.g. student support, career counseling, curriculum redesign, etc.)?	1-3
■ What is the type, structure and level of involvement of business, industry and labor?	1-3
■ How are the goals and performance indicators developed for students, teachers, and institutions?	1-2
■ How are resources allocated, for what purposes, that promote local ownership and resource redirection within all institutions?	1-3
■ Has the Individual Career Plan concept proven to be a useful guidance tool?	2-5
■ How were academic competencies (math, science, and communications) identified at secondary and postsecondary levels; how were occupational competencies identified for both levels; how were employability competencies identified and developed for the secondary and higher education levels?	1-3
■ How have instructional methodologies been altered at the secondary level and higher education levels?	3-5
■ How are the competencies used to alter the program approval at secondary and higher education levels and has this any effect on accreditation from specialty accreditation programs?	3-5
■ What has been the delivery method of the new curricula in consortia institutions?	1-3
■ Does the delivery method pattern vary by academic or occupation specific area?	1-3
■ What has been the pattern of expansion of student participation?	1-5
■ What new delivery systems were developed?	1-5
■ What changes are working/are not working at both the secondary and postsecondary levels?	3-5
■ What mechanisms are being used to assess student achievement in academic, occupational and employability competencies at the secondary levels and postsecondary?	2-5
ADDITIONAL QUESTIONS SUGGESTED BY MGT:	
■ What, if any, requirements or plans exist for the membership of four-year institutions on consortia?	2-3
■ What is the developmental status of applied academics in consortia schools and institutions?	2-4

EXHIBIT 6
QUESTIONS REGARDING PROFESSIONAL DEVELOPMENT OF INSTRUCTORS AND ADMINISTRATORS FOR TECH-PREP

QUESTIONS IN RFP:	ANSWERED IN PROJECT YEARS
■ What type of staff development support was provided and to whom?	2-5
■ How was it determined such support was needed?	2-3
■ How was the success of staff development measured?	3-5
■ Who has had access to staff development services at both secondary and postsecondary level?	3-5
■ How was the cost of staff development established and how was the cost shared among participating institutions?	1-5
■ How have consortia linked with other staff development efforts within the state (e.g., Regional Professional Development Centers)?	2-4
ADDITIONAL QUESTIONS SUGGESTED BY MGT:	
■ What devices\arrangements are employed to facilitate the sharing of information among consortia?	1-3
■ What arrangements exist for the collection and dissemination of information about national initiatives?	1-3
■ What arrangements exist for the participation of consortia staff in state, regional, and national conferences on Tech-Prep? What have been their participation levels and patterns?	2-4
■ What has been the nature and magnitude of state expertise assistance to consortia?	1-5

EXHIBIT 7
QUESTIONS REGARDING PARTICIPANTS' KNOWLEDGE AND PERCEPTION OF THE VALUE OF TECH-PREP PROGRAM

QUESTIONS IN RFP:	ANSWERED IN PROJECT YEARS
■ What is the value of career education and career assessment for Tech-Prep? What use did it have in directing a student in selecting course work and influencing career-path choices?	3-5
■ What role, if any, did the parents have in the development and use of the Individual Career Plan (ICP) and/or career passports?	1-5
■ How did participation in specific courses influence career-path choices and provide a sense of direction for further education and/or training?	4-5
■ How student attitudes and success in school may have changed as a result of participating in Tech-Prep?	1-5
ADDITIONAL QUESTIONS SUGGESTED BY MGT:	
■ What are the opinions of those employers, educators, and counselors involved with Tech-Prep regarding the value of the program?	3-5
■ What has been the level and degree of Ohio industry support of Tech-Prep?	1-5
■ What has been the level of interest and involvement of the Ohio media in Tech-Prep? What arrangements exist for maximizing that?	1-5

EXHIBIT 8
QUESTIONS REGARDING THE IMPACT OF TECH-PREP ON STUDENTS AND FORMER STUDENTS

QUESTIONS IN RFP:	ANSWERED IN PROJECT YEARS
■ What impact has the Tech-Prep program had on student access, school achievement, further education, and labor market success of students?	1-5
■ What are student full and part time employment placement patterns for both post-high school and post-advanced studies' levels?	3-5
■ What are patterns of employment related to Tech-Prep job preparation at both levels as compared to non Tech-Prep students?	3-5
■ What are the comparisons by type of occupations?	3-5
■ How many of the work experiences are a part of a structured cooperative education, apprenticeship or internship program and student's perceptions of the connection to related course work?	3-5
■ What are the comparisons by regional labor market areas and/or rural or urban variations by wage or type of occupations?	3-5
■ What are earnings by Tech-Prep compared to non Tech-Prep students?	3-5
■ What are the earnings of those who entered work force after high school compared to those who continued in Tech-Prep advanced programs?	1-5
■ What type of jobs have students obtained, and what are the promotion paths of these jobs?	4-5
■ What are the variations by type of course of study, including need to take remedial courses?	3-5
ADDITIONAL QUESTIONS SUGGESTED BY MGT:	
■ How have students been doing as a result of their participation in Tech-Prep?	3-5
■ How are Tech-Prep students performing compared to students in Tech-Prep programs in other states?	3-5
■ Are former Tech-Prep students continuing on to receive baccalaureate degrees?	4-5
■ Are there adult students who are participating in the Tech-Prep program? Does the program provide a "lateral" pathway for these students?	3-5

It is important to remember that this first year of the evaluation was devoted to **collecting baseline information about Tech Prep in Ohio.** The intent of this first year is not to provide definitive answers to evaluation questions, but rather to lay a foundation of baseline facts and perceptions that 1) provide a starting point for making comparisons of Tech Prep progress as the program evolves and matures throughout the state, and 2) provide formative evaluation information to the state-level and consortia-level program managers and stakeholders.

Beginning on page 2-10, initial answers are provided for those evaluation questions that were to be addressed this year. The development of complete answers to most questions, as planned, will require additional study during a period when Tech Prep implementation expands and becomes more institutionalized. The narrative addressing each question has been abbreviated as much as is possible, using only key findings and issues related to the specific question. There is some danger, however, that this brevity may translate into terseness and contribute to undo impressions of criticism.

There are several reasons why negative inferences from the first year findings should be avoided. First, at this stage of the evaluation, the findings do not yet lead to firm conclusions. Instead, the findings lead one to a variety of possible hypotheses that can be assessed as the evaluation continues. Second, and more important, the positive impressions of Ohio's Tech Prep program vastly outweigh its shortcomings. Tech Prep has made an impressive start in Ohio. Some of its more important features include:

- A talented and dedicated state-level staff ;
- A state-level Tech Prep steering committee composed of well-informed and supportive members;
- A state-level perception that Tech Prep is more a process of attempting positive educational change than it is a specific program, and the willingness of the ODE and the BOR to lead the state in the

pursuit of "systemic change" through Tech Prep. This feature is missing in most other states' Tech Prep initiatives;

- The insistence of the state that all six components of Tech Prep be included in all consortia-level implementations;
- The cooperation and collaboration of secondary and postsecondary leadership at the state level;
- The decision to implement Tech Prep in an incremental fashion, rather than try to "change the world in a day";
- The development and implementation of the Tech Prep Competency Profile (TCP), which is one of the most effective processes of its kind in the nation;
- An approach to Tech Prep that fosters experimentation, diversity, and competition;
- Evidence of high levels of support and engagement on the part of stakeholders -- educators, employers, workers, parents, and students;
- Presence of high levels of commitment among key individuals in the political, educational, commercial, and public sectors;
- Indications of the shared acceptance of program goals and teaching purposes;
- Signs of emerging systemic change in curricula and teaching methods at secondary and postsecondary levels;
- Signs of strong parental support and involvement, and preliminary indications that the program is positively affecting the education, careers, and futures of students.

A. QUESTIONS REGARDING STATE POLICY AND PRACTICE FOR TECH PREP

A-1. How were the goals and performance indicators for Tech Prep programs developed? (Years 1-2)

Year 1 Findings

Interviews with participants, reviews of archival records, and on-sites visits conducted by MGT evaluators revealed:

- The Ohio Department of Education, Division of Vocational and Career Education (ODE/VE) and the Ohio Board of Regents (OBR) cooperatively established an Ad-Hoc Tech Prep committee in the summer of 1991. Committee composition included five secondary school superintendents (or their designees), four community or technical college presidents, one regional campus dean, two ODE/VE representatives, and two OBR representatives. (See Exhibit 9)

- This committee developed the conceptual basis for Tech Prep in Ohio and established the six components that were to be required of all Tech Prep initiatives, i.e., all projects must 1) demonstrate systemic change, 2) attract students not enrolled in a college prep or vocational program, 3) institute and maintain a partnership between education and business/industry and labor, 4) include academic, occupational, and employability competencies, 5) incorporate and build upon early career education and exploration, and 6) provide completers with advanced technical skills.

- In subsequent years, the state staff and the Tech Prep Steering Committee (described in A-5 below) developed and promulgated a set of performance indicators ("State Benchmarks"), against which consortia initiatives are to be measured.

Issues for Continued Study

MGT site visits revealed that some consortia appear to be interpreting major components of Tech Prep (e.g., systemic change, building upon students' Individual Career Plans, etc.) in disparate ways, resulting in program inconsistencies among consortia and between consortia and the state. In addition, in response to a Mathematica survey question (Fall 1994), more that 62% of the consortia Coordinators indicated that their consortium's basic program model included three years of high school, while the state encourages that Ohio uses a "2 plus 2" or "4 plus 2" model, at least insofar as how students are counted.

EXHIBIT 9
TECH PREP AD-HOC COMMITTEE

James Long, President	Cincinnati Technical College
Roy Church, President	Lorain County Community College
Dan Brown, President	Owens Technical College
Byron Kee, President	North Central Technical College
Charles Bohlen, Dean	University of Toledo Community and Technical College
Jan Patton, Superintendent	Findlay City Schools, Millstream Compact
Tom Reiser, Superintendent	Scioto County JVSD
Joyce Biltc, Assistant Superintendent	Columbus City Schools
Bill Ruth, Superintendent	Lorain County JVSD
Fred Stater, Superintendent	Madison Local Schools
Darrell L. Parks, Director	Ohio Department of Education
Jack Lenz, Supervisor	Ohio Department of Education
Ann Moore, Vice Chancellor	Ohio Board of Regents
Kathleen Faust, Administrator	Ohio Board of Regents

In Years 2-5, MGT will collect information on new or revised state policies and definitions that clarify these and other misunderstandings and bring appropriate consistency to those program dimensions the state deems critical to the success of Tech Prep.

Providing performance indicators such as the "State Benchmarks" is an efficient and positive way the state can assist consortia to focus on state goals. Future evaluations should look for state policies that clarify acceptable evidence of achieving those goals.

A-2. What processes were used to set direction, select, and fund consortia? (Years 1-2)

Year 1 Findings

When MGT evaluators reviewed state records and interviewed persons who participated in early Tech Prep activities, they learned that:

- The Tech Prep Ad-Hoc committee described in A-1 also determined eligible recipients for Tech Prep funding, the criteria to be incorporated into a Request for Proposal (RFP), and the process through which funds would flow to recipients.

- Specifically, the Tech Prep Ad-Hoc committee agreed that:

  - A consortium comprised of representatives from Vocational Education Planning Districts, public higher education institutions offering two-year technical degrees, business/industry, and labor would be Ohio's mechanism for Tech Prep funding and operation.

  - Dollars would flow to these consortia through a competitive process, with funding being for three years.

- Once the RFP was distributed, a committee of knowledgeable readers was convened. Each proposal was reviewed against previously published criteria, ranked by an individual reader, and subsequently discussed by all readers. The reviews were evidently quite stringent, with only six of the 21 received being funded for school year 1992-93 (Phase I).

- Of the six funded, several were required to undergo a strenuous on-site negotiation with state staff prior to final approval for funding.

- This process has been improved and used for each of three (3) successive funding cycles, with the result that twenty-four (24) consortia were operational by 1994-95.

Issues for Continued Study

Significant areas of the state appear to remain unserved by Tech Prep consortia. Future reviews should focus on state efforts to assist local leaders in these areas to respond successfully to subsequent RFPs.

A-3. What support was given to consortia to assist in the development of academic, employability, and occupational competencies? (Years 1-5)

Year 1 Findings

Interviews with state leaders revealed the following information, which was corroborated in MGT's site visits:

- The six consortia funded during Phase I were directed to use a Developing A Curriculum (DACUM) or DACUM-like process to develop academic, employability, and occupational competencies. Many postsecondary institutions were already using DACUMs.
- Minimal support and assistance was provided by the state to these consortia.
- These consortia soon discovered that the DACUM process did not necessarily provide the specificity needed for developing the competency-based secondary and postsecondary curriculum that Tech Prep required.
- Some secondary educators suggested they had found the Ohio Competency Analysis Profile (OCAP) to be an effective process. Others thought it too state-specific, leaving little room for local input and decisionmaking.
- In late 1991, a process (to become known as the Tech Prep Competency Profile [TCP]) process, which included the best of both the DACUM and OCAP processes and more, was developed and field-tested in three local consortia.
- Response to the TCP was overwhelmingly positive. Subsequently, most of the 24 consortia have depended upon one state Tech Prep Curriculum Specialist to lead them through this key task.

Issues for Continued Study

Although the leadership provided by the state through the TCP process is exemplary, it appears unrealistic and somewhat shortsighted to place this responsibility on one

person. Future evaluations should review state efforts to expand this effort and increase the state level resources, including personnel, available to local consortia.

A-4. What support was provided for professional development of faculty? (Years 1-5)

Year 1 Findings

When consortia and state leaders were asked about this question, they indicated that:

- Consortia were required to include plans for professional development in their proposals.
- Funds were provided for approved professional development activities.
- State staff made presentations at consortia and state levels, conducted orientation meetings with consortia committees, and provided written materials to consortium steering committees through their Coordinators.
- Upon request, state staff provided suggestions for professional development, including names of persons who could provide the necessary training.
- Local consortia were encouraged to work with and through regional professional development centers and with Venture Capital initiatives.
- Consortium members were encouraged to attend national Tech Prep meetings.

Issues for Continued Study

It appears that the level of quality as well as the specific nature of staff development activities varies widely among consortia. Future evaluations should review state policy and practices that promote more consistency among these efforts and provide specific models of appropriate professional development.

Many professional development activities might be provided more efficiently and effectively on a regional, rather than a single consortium, basis. The extent to which such regionalization and coordination takes place will be reviewed in subsequent years.

It is apparent that too little advantage is taken of professional development activities that support other educational reform activities (e.g., the Ohio Mathematics Model

Curriculum). The upcoming Conference on Teaching and Learning, which is being jointly planned by the state Tech Prep staff and the Department of Education's Professional Development Division is a hopeful sign. Future reviews should examine the success of this conference and the extent to which such efforts are continued and expanded. While we recognize that this one conference is only an initial response to the larger professional development agenda for all those involved with Tech Prep, we do believe it is an example of the collaborative efforts that are needed to make necessary changes. MGT will review the results of this conference and look for other similar examples at both state and local levels during Years 2-5.

A-5. How was information shared with consortia and others? (Years 1-5)

Year 1 Findings

State staff and consortium Coordinators report that:

- State staff meets with consortium Coordinators on a regular basis (monthly/bi-monthly).
- State staff has met with each consortium on-site to discuss state and consortium goals, objectives, "Benchmarks," and funding.
- The state sponsored a Tech Prep Leadership Academy, which provides an opportunity for Coordinators to learn about successful Tech Prep programs, as well as new pedagogical theories and practices.
- The state promotes "networking" among local coordinators, although no state-wide electronic network exists.
- Written communication occurs on a regular basis between state and consortia staff members.

Issues for Continued Study

There is a need for a more open, "two-way" flow of information. Current communication often appears to be "top-down" and does not encourage open dialogue among all parties. In subsequent reviews, MGT will look for increased opportunities for open dialogue among a larger number of Tech Prep participants. For example, consortia steering committee members seemed to have little, if any, understanding of the role of the State Steering Committee. Oftentimes, they reported feeling that their concerns and requests for assistance never reached the ears of State Steering Committee members. They don't know how to get their concerns to the State Steering committee and proposed that the State Steering Committee meet more often with consortia steering committee members.

Communication also appears to have been primarily between state staff and Coordinators. Future evaluations will look for increased opportunities for dialogue between local Steering Committee members and the state Steering Committee.

With the increased availability of electronic networks, it would appear advisable to establish such a statewide network among all consortia and the state offices.

Additional reviews will look for evidence of the development and support of such a network.

A-6. Were other state and national reform initiatives coordinated? (Years 1-5)

Year 1 Findings

Interviews with participants in this process and a review of state records revealed:

- Attempts have been made at the state level to identify other state educational reform initiatives and to encourage consortia to coordinate Tech Prep with those initiatives.

- Some success has been experienced in the coordination of Tech Prep with Venture Capital efforts and the emerging School-to-Work initiative.

- On-site visits revealed, however, that many local Coordinators seemed to fail to grasp the need for coordinating with and building Tech Prep upon local district reform initiatives.

- While the state does a creditable job of describing the kinds of coordination and collaboration with other educational reform initiatives it expects of consortia, it does not do a very good job of presenting this kind of collaborative model at the state level. For example, although the state says it wants consortia to coordinate academic and vocational education under the rubric of Tech Prep, there are no representatives of academic education from the State Department of Education on the State Advisory Committee and almost no representation of the issues faced by local school district superintendents, except as they are interpreted by the VEPD Superintendents. In other words, the model the state is presenting through its actions is somewhat inconsistent with the demands it makes of local consortia.

It should come as no surprise, then, that only minimal coordination is taking place at the local level. While it is true that academic and vocational education is being integrated in some schools and some local consortia do share "best practices" and work with varied partners, it is very unusual to find a truly comprehensive approach that embraces all the "players"" (educational and otherwise) in a consortium region in a decisionmaking role.

Issues for Continued Study

In the future, MGT will look for evidence that the state is beginning to provide consortia with a comprehensive model that demonstrates how Tech Prep should be coordinated with other state and national educational reform efforts.

Local Tech Prep Coordinators need to be given some specific guidance as to their role and the role of their consortium in identifying, coordinating with, and building upon local school district education reform efforts. MGT will look for increased evidence of this guidance over the next four years.

A-7. How was the state steering committee used and how has it carried out its functions? (Years 1-5)

Year 1 Findings

State documents specify the Steering Committee's enabling objectives to include:

- Recommending state policy and framework
- Providing ongoing support to focus Tech Prep programs on improving the education of students required for new and emerging technical careers and lifelong learning
- Assisting in the evaluation of Tech Prep
- Being responsive to the needs of the state and consortia and assisting in reading proposals to fund new consortia
- Providing support to the statewide activities of Tech Prep

Interviews with state staff and Steering Committee members revealed:

- The state Steering Committee evolved from the original group of readers convened to review the Phase I proposals, with representatives of business/industry and labor being added to the group. Current committee membership does not appear to appropriately reflect the diversity of the population it serves.
- There appears to be no clear understanding and agreement among committee members and state staff relative to the purpose, authority, goals, and objectives of the state Steering Committee.
- There is apparently no strategic plan to guide its long-term activities.

- The Steering Committee's operation appears inconsistent with the requirements and responsibilities the state places upon consortia Steering Committees. Examples include the paucity of academic education representation and little, if any, representation of local school district superintendents on the State Steering Committee and no clear view of the role of the State Department of Education (with the exception of Vocational Education). In addition, while it encourages diversity in student membership, there is little diversity in the membership of the State Advisory Committee. If this continues, it is unlikely that the state Steering Committee or its actions will be taken very seriously by consortium leaders.

Issues for Continued Study

Future evaluations will focus upon the degree to which the Steering Committee "gets it act together." MGT will review minutes of Steering Committee meetings, interview committee members and state staff, and sit in on committee meetings; looking for evidence that staff and Steering Committee members are seriously pursuing answers to such questions as:

- What is our role?
- What do we want/need to do to carry out that role?
- What authority do we have?
- Where are we going as a committee?
- How will we get there?
- How will we know when we've gotten there?

In addition, MGT will look carefully at efforts to increase the diversity of committee membership.

A-8. What are the policies or practices that enabled/hindered Tech Prep from moving forward? (Years 1-5)

Year 1 Findings

Consortium site visits, state interviews, and surveys of site Coordinators revealed:

Enabling Policies/Practices

- Implementation of TCP process
- Collaboration of ODE/VE and OBR

- Original comprehensive vision/mission
- Requirement of six critical components of all projects
- Use of competitive process for awarding funding grants

Dysfunctional Policies/Practices

- Lack of state model for collecting/interpreting socio-economic/ demographic and educational data
- Inconsistency between operation of state Steering Committee and expectations of local Steering Committees
- Vocational funding regulations in instances where VEPD Superintendents did not display creative and flexible leadership

Issues for Continued Study

The state needs to provide guidance and leadership to consortia in establishing Management Information Systems that provide appropriate information on a timely basis to consortium decisionmakers. Over and over again, when questioned about their lack of socio-economic, demographic, and educational data and their apparent inability to interpret these data, local consortia leaders said they needed help from the state in deciding what information to collect, where to get it, how to store and retrieve it, and how to interpret it. In short, they are asking the state to provide them with a model system for collecting and managing information for Tech Prep decisionmaking (a Management Information System). They see no future in establishing their own independent systems, when they believe the state has the responsibility and resources to provide them with the specific leadership they request.

In the future, MGT will continue to monitor this major shortcoming of Tech Prep (the lack of a comprehensive system of information management for decisionmaking) and review the state's efforts to provide the model requested by local consortia.

Inasmuch as some consortia appear to be able to negotiate vocational education funding regulations to meet consortia goals (e.g., maximizing the involvement of local district superintendents in consortium decisions), future evaluations will focus on state strategies that analyze these successes and provide guidance and direction to other consortia where vocational funding is viewed as more of a problem than a solution.

Future reviews will also focus on the efforts of the state Steering Committee to become a more positive role model for consortia Steering Committees, including a more membership that more accurately reflects the diversity of the population it seeks to serve.

A-9. What consideration was given to the identification of common workplace competencies for use by all consortia? (Years 1-3)

Year 1 Findings

Interviews with participants in this process revealed:

- Early in the process, some secondary educators suggested the use of the Ohio Competency Analysis Profile (OCAP), with which they were already familiar. This approach might have provided common workplace competencies to all consortia at the outset.

- However, others thought OCAP was too state-specific, leaving little room for local decisionmaking. In addition, OCAP was viewed by many as strictly a secondary vocational education initiative, with little or no postsecondary "ownership."

- State staff soon discovered that requiring consortia to go through the process of determining the competency lists was critical to establishing real working relationships between secondary and postsecondary educators and among education, business/industry, and labor representatives. Although a high percentage of the workplace competencies end up being the same for all consortia, the process of members jointly determining those competencies in each consortium is one of the most effective "consortium-building" activities state leadership has yet devised.

- However, consortia do not start this process blindly; they are provided with competency lists that are products of their fellow consortia member's deliberations. But these lists are only the beginning point; participants must modify the lists and defend any decisions to include competencies already on the list for their situation.

- In the final analysis, this process results in approximately 80% of workplace competencies being consistent among consortia and across the state.

Issues for Continued Study

Future evaluations should focus on the level of involvement of additional secondary and postsecondary academic, vocational, and technical educators with representatives of business/industry and labor in this process. MGT will review consortium and state records that indicate the membership and their degree of active participation in curricular decisionmaking, as well as attend some of the sessions.

A-10. What consideration was given to a common base of technical competencies for individual technical areas? (Years 1-3)

Year 1 Findings

Interviews with participants in this process revealed:

- The situation described in A-9 above prevailed in the identification of technical competencies also.
- Once again, requiring local consortia to work through the process of determining the technical competency lists was a key to developing viable working relationships between secondary and postsecondary educators and among education, business/industry, and labor representatives.
- Local consortia do not start this process blindly either; they are provided with technical competency lists, which are products of their fellow consortia member's deliberations.
- In the final analysis, this process results in a common core (approximately 75%) of technical competencies in individual technical areas across the state.

Issues for Continued Study

Future evaluations should focus on the level of involvement of additional secondary and postsecondary academic, vocational, and technical educators with additional representatives of business/industry and labor representatives in this process. MGT will review consortium and state records that indicate the membership and their degree of active participation in curricular decisionmaking, as well as attend some of the sessions.

A-11. What arrangements exist for the review and revision of competency lists? (Years 1-5)

Year 1 Findings

Interviews with participants in this process revealed that:

- The competency lists are reviewed and revised annually through a process directed by the Tech Prep Curriculum Specialist.
- However, some evidence suggests that consortia are not conducting a sufficiently rigorous review and analysis of their labor market needs. Too often, occupational areas or "clusters" appear to be based more

upon current postsecondary offerings than upon an up-to-date analysis of labor market conditions.

Issues for Continued Study

Subsequent evaluations should focus on efforts of the state to assure that competency lists adopted by consortia are truly consistent with the needs of the regional, state, and national labor markets.

A-12. What arrangements are there for the exchange of competency lists among consortia? (Years 1-3)

Year 1 Findings

State staff who are responsible for this task indicated that:

- Competency lists developed by each consortium are incorporated into the lists maintained by the state Tech Prep Curriculum Specialist, assuring that the work completed by all consortia is, in turn, shared with all other consortia.

- On the other hand, there would appear to be little, if any, sharing and "pooling" of resources between and among individual consortia apart from the state initiative.

Issues for Continued Study

It would appear that individual consortia could begin to work more closely together on a regional (sub-state) basis on tasks such as competency identification, bringing additional resources to bear upon curriculum development in a more cost effective manner. Future evaluations will seek to identify and review state strategies that promote and encourage consortia to work cooperatively on common problems.

A-13. What procedures exist for monitoring progress on consortia plans? (Years 1-3)

Year 1 Findings

State and local Tech Prep leaders offered the following information in response to this question:

- Each consortium is required to prepare a Program of Work that updates and makes more specific the plans it included in its original

proposal. However, too often, on-site visits found that such plans were in the process of being developed or were insufficient, or, worst, no Program of Work existed or was planned.

- State staff and the state Steering Committee have visited several consortia sites, reviewing progress being made toward approved goals and objectives.

- State staff appear to have kept a close watch on fiscal expenditures of the consortia, and regular compliance audits are made of local consortia.

- The results of the two earlier Mathematica surveys and MGT's current evaluation have been presented to the state Steering Committee and state staff plans to share MGT's evaluation results with all consortia.

Issues for Continued Study

It appears that there is no effective state mechanism for collecting information relative to progress in all areas of consortium operation. While the fiscal reviews and reporting appears to place the state in a knowledgeable position regarding the expenditure of funds according to specific line items, it is questionable if the state staff or steering committee members feel comfortable with their knowledge of overall program operation in local consortia. Future MGT evaluations will look for creative mechanisms developed by the state for collecting, analyzing, and reporting an adequate amount of information about consortium activities, while not burdening local leaders with unnecessary paperwork.

A-14. What, if any, stress is placed upon lateral entry paths for adult and employed workers to Tech Prep and to a continuing education, worker retraining role? (Years 1-5)

Year 1 Findings

Site visits and state interviews revealed that little information is available at this point relative to the involvement of adults and employed workers as Tech Prep students. Some anecdotal evidence was provided regarding one or more institutions when the evaluators made their on-site visits. The training of adult and employed workers is an important dimension of Tech Prep. The Ohio program to this point has concentrated on students at the secondary level. Many of the coordinators agreed that an adult component is essential and expect to address it in priority order.

Issues for Continued Study

Although this situation is understandable, given the focus of Ohio on building Tech Prep incrementally (i.e., first secondary, then postsecondary), the potential for Tech Prep

education to improve the quality of life for currently employed adults and others should not be ignored. Future site visits will look for any efforts being made on this task.

B. QUESTIONS REGARDING ROLE OF CONSORTIA FOR TECH PREP

B-1. What is the relationship to labor market areas and geographic coverage factors? (Years 1-3)

Year 1 Findings

On the surface, labor market and other pertinent data sources appear to be used widely for program planning purposes. Consortia boundaries, however, appear to be more the functions of educational jurisdictions than of industrial, geographical, or demographical considerations. One result may be boundaries that overlap, on the one hand, and areas of the state where students do not have access to desired training programs, on the other. There appears to be only one consortium where service area and program emphases fully correspond. This is a horticulture, etc., program that utilizes a statewide service area. Thus, this is a unique program available to students throughout the state.

MGT's Survey of Consortium Coordinators revealed that:

- Seventy-one percent report the collection, analysis, and use of labor market information in program planning, but "counties served by member secondary institutions" was the most frequently-mentioned (82%) area base. Ohio Bureau of Employment Services' (OBES) regions are used by 59%. In general, consortium service regions tend to be defined more by educational than other considerations
- Current employment statistics (77%); projected employment trends (82%), and critical skills needed for future employment (53%) were the most frequently referenced labor market information used for program planning. Generally, data sources were numerous and relevant (OBES, Ohio Department of Labor, business and labor data bases); three-quarters reported use of opinion surveys of local employers in the identification of education needs
- More than 95% reported use of labor market information for determining occupations or clusters for their consortium.

Issues for Continued Study

Evidence of service area overlaps and the presence of multiple consortia in common service areas, along with apparent tendencies for consortia to rely on educational rather than industrial service areas, should be examined further as part of future survey research and data collection and analysis efforts. As part of this, the effects of variations in magnitudes of geographic service areas among consortia (from very small to statewide) should be considered.

Attention also should be given to a possibility that pre-existing vocational or occupational programs in the locality may be more direct determinants of Tech Prep consortia occupations or clusters than industrial or labor market considerations; the effects when this occurs; and whether in these cases the programs are optimally congruent with client needs. This may have occurred when faculty and equipment were already in place in pre-existing vocational programs, advisory committees were in operation, and a record of success was established. In such cases the issue may be more procedural than substantive, but it should be probed during future contacts with business and labor members of consortia.

B-2. What are the internal Governance/Relationships to other stakeholders in the community, including boards of education, Private Industry Councils, and other locally recognized stakeholder organizations? (Years 1-3)

Year 1 Findings

While representatives of the variety of appropriate stakeholder groups are present in appropriate capacities in all consortia, the internal, governance, and other relationships among them and to other stakeholders vary, sometimes in apparent association with the consortium coordinator's familiarity with the community, his/her professional background, or as an aspect of the consortium's stage of development. As a general observation, coordinators who possessed previous experience as educators or education administrators in the community tended to form positive and effective relationships with other stakeholders and stakeholder organizations more rapidly than individuals who lacked such backgrounds. In these cases, the consortium development process seemed to benefit from the coordinator's understanding of processes and knowledge of key figures. Exceptions also were noted. Such observations are preliminary, as the baseline evidence of the nature of relationships were not probed extensively during the first year evaluation.

According to MGT Coordinator Survey data and the field interview responses:

- Eighty-six percent of school district representatives reported their level of involvement in their respective consortia as "high" or "very high," and more than 95% of the JVSD so reported; self-reported levels of involvement declined slightly for community/technical colleges (i.e., nearly 21% rated it about average, while 79% stated "high" or "very high);" in the case of business/industry representatives, the figures were 10% "average", 25% "high," and 55% "very high;" the figures for labor union representatives and four-year institution representatives were much lower.

- Forty-seven percent of the consortium coordinators reported the presence of "agreements of business, industry labor, and government (school districts, PICs, apprenticeships, etc.) to assist in specific ways.

Issues for Further Study

During the first-year evaluation, the evidence collected centered on the *structure* of stakeholder/consortium relationships (e.g., representation, perceived level of involvement, etc.) rather than on the *substance* of those relationships. In general, opportunities to interview community stakeholders, such as PIC members, were limited to those cases in which such a person was included on the Coordinator's recommended list of interviewees. While evidence on relationships with business/industry, and with labor (which was generally less involved) appeared rather consistently positive, evaluators often were left with an impression that relationships with educational entities in some cases revealed pro-forma characteristics. There is little evidence, for example, to suggest that educational stakeholders view their Tech Prep consortia as either engines or centers of education improvement. Persisting negative attitudes toward vocational education and presumptions that Tech Prep is simply one faddish form also may be factors.

The evidence varies, but feelings among educators that the Tech Prep initiative may be a passing fashion that will disappear if the federal funding ceases are palpable. The recession episode in Congress earlier in the year reinforced such views. The quantitative data on stakeholder relationships needs to be confirmed through additional on site interviews and other survey questions.

B-3. What are the functions of consortia -- what is centralized, decentralized (e.g., student support, career counseling, curriculum redesign, etc.? (Years 1-3)

Year 1 Findings

Shared perceptions of consortia functions appear to converge on matters essential to consortium coordination. Thus, they tend to array along the organizational dimension, although not all consortia are in the same place organizationally. Thus, according to the MGT Coordinator Survey, collaboration agreements in the form of MOUs are in place in about two-thirds; by-laws have been adopted by about half; meeting minutes are maintained by most (96%), etc. The pattern also prevails in the descriptions of activities performed by coordinators: "provide overall leadership (96%); promote collaboration (100%); organize meetings (100%); keep board members informed (92%); maintain liaison with state leaders (100%)" etc. A further indication may reside in the fact that the largest plurality of coordinators (46%) reported that "record keeping" was the area in which they needed to make the most improvement.

With respect to career counseling, during the MGT field interviews, a number of coordinators referred to a comprehensive career education program as an area of important need. Several also suggested that the ICP concept was not as far along as it might be. Most (71%) reported their consortium participated in career education programs, building upon the services provided by the participating educational institutions. Thus, the organizations assigned primary responsibility for finding workplace experiences for Tech Prep students during the school year tended to be educational (mean number 7.7), rather than consortium staff (mean number of consortia, 2.4), although both appear to be involved.

Some indication of an appropriate function for coordinators may be inferred from data to the effect that among the 62% of the school meetings held to explain Tech Prep, all were led by consortium staff. All of the actual career development activities that transpired, however, were conducted by member schools.

MGT Survey responses suggest the performance of a role with respect to curriculum redesign (e.g., 73% of school district respondents report that competency-based vocational and academic curricula, respectively, are being implemented, and 64% report that academic and vocational content are being integrated at the secondary level, etc.), but a causal relationship between the consortia and these events has not been verified.

Finally, the aspects of Tech Prep deemed most successful by coordinators in their consortia tended to be organizational or administrative. Examples include, "developing administrative support" (79%), "providing a high degree of involvement and support at the state level" (87%), "building networks with the Tech Prep programs" (83%), and accomplishing "collaboration among vocational and academic educators" (79%). Functions that might be perceived as encroachments, "developing articulation agreements" (29%), "integrating Tech Prep into larger reform efforts" (33%), "applying the TQM approach to implementation" (16%), were considered successful by fewer numbers of coordinators.

These patterns suggest a consensus that organizational matters, particularly those central to the maintenance of the consortium, are those appropriate for centralization (i.e., for performance by the consortium Coordinator). As a general rule, program responsibilities (curriculum redesign, career counseling, etc.) are decentralized, reserved as operating responsibilities for the consortium members.

While shared views of appropriate consortium functions appear to have formed, based on MGT Coordinator Survey data, not all consortia are at the same place in terms of implementation. Reported levels of implementation include; development of a strategic plan (46%),

agreement on its contents and distribution (varies), creation of a computerized database (21%), collection and distribution of members' education reform plans (33%), development of a marketing plan (42%). The TCP process and its maintenance are among the more common organizational functions.

Issues for Continued Study

There appears to be no common or consistent definition of appropriate consortia/participant functions, although several patterns appear to have formed as a result of state guidelines, consortia proposals for funding, or conventional wisdom about how participatory organizations succeed. In general, consortia appear to be expected to perform functions essential to collaboration, and participants are expected to perform program responsibilities. As with other observed situations, some of the variance among consortia in this respect may be a reflection of individual coordinator skill and effectiveness. Review of this issue will continue as part of future survey research efforts.

B-4. What is the type, structure, and level of involvement of business, industry, and labor? (Years 1-3)

Year 1 Findings

According to the MGT Comparison State Survey, the business, industry, and labor sectors in Ohio are involved in more Tech Prep aspects than is so in Oklahoma and Pennsylvania, and about the same as New York and Florida. In Ohio they serve on governing boards, advisory committees, and are involved in curricula development, staff development, work experience opportunities, and a variety of other activities.

According to MGT participant survey data, all of the business/industry respondents attend Tech Prep meetings, and a high percentage (90%) discuss the concept with co-workers. A much smaller proportion (65%) report they provide resources (either cash or in-kind). With respect to labor representatives, all also report attendance at consortium meetings as an aspect of their involvement, but much smaller percentages affirm other forms of involvement ("encourage integration of Tech Prep with other reform activities" [27%], "provide resources" [36%]).

According to Mathematica Survey data, the mean number of corporations, businesses, and business trade associations actively involved in planning or implementing aspects of Tech Prep was 21; the mean number of labor groups was 1.7.

While business and labor are represented in governance, the mean number of business and related sector participants on consortia governing boards is 2.8; the mean number of labor representatives is 0.5. Business participants served as consortium chair or co-chair in 13% of the cases, but there were no reported instances of a labor representative serving as chair.

Sometimes the survey responses do not distinguish between business and labor (e.g., "business/industry/labor staff"), but nearly two-thirds of the consortia report the participation of such representatives in the preparation of technician definitions. Members of these groups also were active in the identification of occupational, academic, and employability competencies as part of the TCP (mean numbers of participants are "CEOs, 0.3; Supervisors/Managers, 4, Technicians 8, Labor representatives, 0.3). In cases where a DACUM process was used, DACUM panels composed only of business/industry/labor representatives were employed in nearly 84% of the cases. Mean numbers of participants for each category were about the same as with TCP.

Business and labor appear to be less directly involved in such activities as school meetings to explain Tech Prep to students. No such representatives were identified as participants in meetings held during 1994-95.

There also exists evidence of efforts to expose teachers, counselors, and administrators to the general or technical requirements of employer workplaces. Figures vary by educator category, but comparatively high percentages reportedly participated in professional development activities related to Tech Prep, e.g. "visiting employers' worksites," "short-term internships," "individual meetings with employer representatives," " bringing employers into classrooms."

Issues for Continued Study

While business/industry interests were involved actively in all consortia, this was not consistently the case with representatives of labor. While the interest of this sector in Tech Prep is consistently high, labor representatives appeared among the membership of some consortia later than others. Labor representatives also identified such impediments to full participation as difficulties with getting released time from work, etc. Scheduling of meetings and events was a more critical consideration for them then for representatives of other sectors. This issue will be explicitly pursued as part of future survey research and other evaluation techniques.

B-5 How are the goals and performance indicators developed for students, teachers, and institutions? (Years 1-2)

Year 1 Findings

According to MGT Consortium Coordinator Survey data, goals and objectives are identified among the components of strategic plans in 72% of the cases (with 46% of the consortia reporting preparation and adoption of such plans); goals and performance indicators for students, teachers, and institutions were listed among the plan contents in 39% of the responses.

The Mathematica Survey data report that 75% of the consortia have not developed an approach to certifying skills attained by Tech Prep Students. Two-thirds of the coordinators did not know if any of the local districts or schools had developed their own certification processes for Tech Prep students.

Issues for Continued Study

Little evidence concerning goals and performance indicators was assembled during the first year of the evaluation. The present impression is that the use of quantifiable performance indicators is not widespread among Ohio consortia, at least at the consortium, as distinct from the district, school, or classroom levels. Goals may exist at the consortium level, but at this juncture they appear to be of a level of abstraction appropriate to a general mission statement. Stated differently, a clear role in this area for the consortium does not seem to have formed. This subject should be addressed more directly through survey research, data collection, and content analysis during the second year of the evaluation.

B-6. How are resources allocated, for what purposes, that promote local ownership and resource redirection within all institutions? (Years 1-3)

Year 1 Findings

According to the MGT Site Coordinator Survey, in terms of mean percentage of total consortium expenditures (excluding in-kind contributions), half (50%) were distributed to categories of activity that could have the effect of promoting local ownership and resource redirection. Specific categories and percentages include professional development activities, 19%; curriculum development and review, 13%; equipment or materials, 18%; and allocations to educational institutions for their own use, 0.6%. Survey results also indicate principles of TQM, TQE, or Continuous Improvement are being implemented or investigated with consortium participation in slightly less than half of the cases.

As previously stated, strategic plans for implementing Tech Prep have been prepared and adopted in nearly 46% of the consortia. According to MGT survey results, one-third of these outline resource procedures that "promote local ownership and resource redirection within member institutions." Examples of ways by which this is accomplished include budget flexibility and some managerial autonomy, set-asides for specific uses, mini-grants, and local participation in plan development and redirection.

A variety of statewide structures, many of which involve resources, are reportedly being used as reform resources by member institutions. These include School To Work, Goals 2000, State Framework for Systemic Change in Science and Math, and others. In the coming year, the evaluation team will seek to substantiate the presence, acceptance, utilization, and effects of such statewide structures on local Tech Prep programs.

Professional development activities also may represent a resource allocation activity that would lead to resource redirection among member institutions. Half of the consortia report the existence of professional development plans developed with local institution representative participation. About one-fifth of the budgeted funds for this activity were distributed to participant institutions on the basis of proposals. Participation in such activities is generally high (all consortia report local member participation), and they are considered effective (nearly 60% rate them as "very worthwhile").

Over time, the goal of redirection is likely to encounter formidable obstacles. More than half (54%) of survey respondents identify "negative attitudes toward voc-ed or Tech Prep" as the greatest block to progress. Nearly as many (46%) identified "resistance of vocational educators to change." Problems with accomplishing curricular revision (42%) also evoked numerous responses.

Issues for Continued Study

The data that pertain to this issue are sketchy, applying to it directly in only one instance. The question, however, presumes this is an important issue. It will need to be examined more directly in future surveys, interviews, and fiscal data analyses .

B-7. How were academic competencies (math, science, and communications) identified at secondary and postsecondary levels; how were occupational competencies identified for both levels; how were employability competencies identified and developed for the secondary and higher education levels? (Years 1-3)

Year 1 Findings

Participatory processes were employed in each competency identification program. With respect to the first step, identification of consortia program foci, labor market data were reportedly utilized in nearly 96% of the cases. Demographic and socio-economic information ranked second in terms of prevalence (33%). The TCP and DACUM processes were the most often used, with DACUM finishing a distant second. In the case of the TCP, the mean number of reported competency lists was 3.3; the DACUM mean was 0.4.

Industry and labor representatives served as members of groups to identify all three categories of competency (academic, occupational, and employability), as did academic and vocational faculty members from both the secondary and postsecondary levels. Persistence through all three parts of the TCP also was relatively high.

It was apparent during the MGT field interviews that the TCP was the preferred process, and that it enjoyed strong popularity among coordinators and consortium members. It was the most-frequently cited example of progress.

According to Mathematica Survey data, a single definition of a required core program for all secondary Tech Prep students has been adopted by comparatively few consortia (21% employ local definitions; 17% utilize the state definition). Thus, considerable variety may exist in an area, core curriculum, in which some commonality probably would seem warranted.

Issues for Continued Study

While postsecondary education faculty were actively involved in the competency identification processes, the mean numbers of institutions that have signed articulation agreements concerning secondary competencies for which postsecondary credit will be given, identifying sequences of required and elective courses, etc. is still small. The slow rate of acceptance of a Tech Prep curriculum core may signal unnecessary diversity. These issues will be examined more closely as part of future site interview and data collection efforts. Specific efforts will be directed to meetings with postsecondary members of consortia. Interview questions during these meetings will focus on their involvement and plans for accommodating Tech Prep students, and on curricular articulation issues.

B-8 and B-9. What has been the delivery method of the new curricula in consortia institutions? and Does the delivery method vary by academic or occupation specific area? (Years 1-3)

Year 1 Findings

In view of the comparatively early stage in consortia and program development during which the first evaluation year transpired, specific questions on delivery methods were not numerous. During the site interviews, participants were asked whether various dimensions of systemic change were occurring in their consortia. Some of these involved delivery matters. For example, according to public school representatives, "Academic and vocational instructional content is being integrated at the secondary level" in the view of 64% of the respondents. A similar percentage reported that "secondary instruction is being made more experiential and context-specific." Slightly less than a third felt, however, that "a seamless secondary/postsecondary curriculum is being implemented."

The matter of differences in delivery methods (academic or occupation specific area) was not stressed during the first year evaluation.

Several references to "distance learning methods" were encountered, and some consortia (e.g., Tuscarawas Valley) are being planned around the concept. Actual instruction will not commence in this consortium until September, 1995.

Issues for Continued Study

As more consortia come on line, and as other programs mature, more attention will need to be devoted to delivery methods. The second evaluation year should initiate data collection efforts directed to that end.

B-10. What has been the pattern of expansion of student participation? (Years 1-5)

Year 1 Findings

The first year of the evaluation focused on the assembly of baseline information; thus, sufficient information to allow the identification of trends or patterns of expansion in student participation are not yet available.

With respect to the baseline data, the Mathematica Survey asked coordinators for their estimates of student characteristics. They estimated that most students (1994-95 year) were White (95%) and male (89%). About 17% were considered economically or educationally disadvantaged. Minorities (Black and Asian) were estimated at about 5%. More recent MGT survey data may indicate some alteration in the

distribution. For example, 33% of the responses to the Student Survey were female.

These distributions are expected to change as other programs become operational and the maturation process continues.

There exists some early evidence that Tech Prep may hold unexpected appeal to students who may have continued their education to the postsecondary level in any event. More than 95% of the student questionnaire respondents report they plan to continue their education after high school; slightly more than 22% report they "now" (presumably because of exposure to Tech Prep) plan to attend a postsecondary institution. More than a third usually get "A" and "B" grades; nearly 60% report no more than a few "Cs." More than a third (34%) are preparing for Electronical/Engineering; nearly 20% are aiming for the health fields.

Issues for Continued Study

The questions of enrollment expansion and student participation are key to the evaluation, and considerable future quantitative and qualitative data collection efforts will address them.

B-11.What new delivery systems were developed? (Years 1-5)

Year 1 Findings

Information on new delivery systems was not systematically sought during the first year of the evaluation, largely because of the still formative nature of the Tech Prep program. Most of the attention, therefore, was directed to curricular development and organizational matters. Evidence of sharing of secondary/postsecondary facilities, particularly opening college lab facilities to secondary students and sharing of portable health technologies equipment, was encountered in anecdotal form in several consortia. The collaborative (inter-segmental) development of video tapes was another example.

Instances of team teaching, program integration, and applied academic were frequent, but these are less matters of delivery systems than delivery methods. The aforementioned Tuscarawas Valley Consortium may be the best example of a program actively pursuing the delivery of Tech Prep education through new systems, a consideration based at least in part on its extraordinarily large geographic service area.

While it is not so much a matter of delivery *system* as one of delivery *model*, note should be made of a variance in perceptions between coordinators and state administrators on basic program models.

According to Mathematica Survey data, 17% of the coordinators describe their organizational form as "2+2;" 62% described their consortium model as "3+2;" and 17% referred to their model as "1+4+2." Only 4% adhered to the "2+2" model.

Issues for Continued Study

The second year evaluation effort should include efforts to determine the presence, extent, and effectiveness of "new delivery systems" among Tech Prep initiatives in Ohio.

The possibility of a lack of consensus on the official Ohio Tech Prep model needs to be substantiated and corrected. This issue will be pursued through precise inquiries in future site interviews.

C. QUESTIONS REGARDING PROFESSIONAL DEVELOPMENT OF INSTRUCTORS AND ADMINISTRATORS FOR TECH PREP

C-1. How was the cost of staff development established, and how was the cost shared among participating institutions? (Years 1-5).

Year 1 Findings

Surveys of Consortium Coordinators revealed that:

- For budget purposes, consortia most often used three methods for establishing costs of professional development activities:
  - through estimates of the costs of projected activities (63% of consortia)
  - based upon prior year's experience (25% of consortia)
  - through making a "best guess" (25% of consortia)
- Coordinators estimated that their consortia devoted 19% of their total expenditures (on average) to staff development for school year 1993-94.
- One-half of the 24 consortia in 1994-95 reported having a written professional development plan for their teachers, counselors, and administrators.
- Only 8% of consortia reported per capita distribution of funds budgeted for professional development. The three most common method of allocating funds within consortia for staff development were through:
  - individual applications (33% of consortia)
  - first come, first serve basis (29% of consortia)
  - proposals from participating institutions (21% of consortia)

Issues for Continued Study

There does not yet appear to be any sharing of costs for staff development of participants from one district by members of other institutions who are not directly involved in the staff development but may have long-range benefits from it. Information collection in future years should address this issue.

All consortia eventually should have written staff development plans. The percentage having such plans should be tracked annually, and the extent to which the written plans are put into practice should be part of future year studies.

Actual expenditures by consortium for staff development should be tracked over the years, and the most cost-effective staff development strategies should be identified.

C-2. *What devices/arrangements are employed to facilitate the sharing of information among consortia? (Years 1-3)*

Year 1 Findings

Surveys of Consortium Coordinators revealed that:

- All 24 Coordinators reported that they currently share information with other consortia.
- Informal networking with selected peers was reported by all Coordinators as their most common method for sharing information.
- Most Coordinators (83%) reported sharing information through the monthly meetings of Coordinators and state-level Tech Prep personnel.

At the state level, plans are in place to share findings and recommendations from the annual evaluations Tech Prep with all consortia, thus providing additional information to them about practices and procedures among the 24 consortia.

Issues for Continued Study

The relatively high rate of turnover among Coordinators necessitates effective means of sharing information among consortia to ensure that newly employed Coordinators can benefit from prior successes and failures experienced in other consortia. The evaluation activities in the next two years should pay special attention to assessing the extent to which the information sharing needs of recently employed Coordinators are being met.

No state-level Tech Prep newsletter is presently published to share information among consortia and other Tech Prep stakeholders. The need for a state-level newsletter and/or an electronic bulletin board should be assessed in future years. If either is developed, its effectiveness should be assessed.

C-3. What arrangements exist for the collection and dissemination of information about national initiatives? (Years 1-3).

Year 1 Findings

Reports from the national evaluation of Tech Prep that is being conducted for the U.S. Department of Education by Mathematica Inc., have been collected by the state-level Tech Prep Program Administrator in the Board of Regents and by the Supervisor of Tech Prep in the Ohio Department of Education. Information from these reports has been informally disseminated to consortia through the monthly meetings of Coordinators and state Tech Prep officials.

To avoid collecting the same data that Mathematica collected from consortia as part of the national evaluation, Ohio's statewide evaluation of Tech Prep used Mathematica's Ohio data as a foundation for building the Ohio database (see shaded areas of Appendix A).

Five states were included in the survey. Michigan failed to respond, although they were contacted several times. Illinois could not be added after the survey was completed without incurring additional costs. If Ohio wants this information collected from Illinois during Year 2, this can be done.

MGT also surveyed four selected states (FL, NY, OK, PA) and compared their Tech Prep programs to Ohio's in terms of:

- *Goals* -- Ohio is only state that has the *promotion of systemic change* as its primary goal.
- *Program Models* -- Unlike the other four states, Ohio does not include 9th and 10th grade students in its Tech Prep enrollment statistics.
- *State Agency Leadership* -- Like most of the comparison states (except Pennsylvania), Ohio has both secondary and postsecondary agencies responsible for providing Tech Prep leadership.
- *Funding Sources* -- Unlike the other four states, Ohio includes state vocational education funds among Tech Prep funding sources. When queried about their funding for Tech Prep, none of the four states listed Vocational Education funds as a funding source for Tech Prep. This is probably a reflection of Ohio's determination to use its VEPD's as the major vehicle for promoting Tech Prep.
- *Business/Industry and Labor Involvement* -- All five states have high levels of involvement from these sectors.

- *Program Implementation and Growth* -- Because Ohio does not begin counting students as "officially" being in Tech Prep until they are at least in the 11th grade, Ohio reports a smaller Tech Prep enrollment that the other states.

- *Statewide Evaluation* -- Although the other four states conduct annual program evaluation, only Ohio's program features a five-year longitudinal evaluation.

- *Major Successes and Obstacles/Problems* -- Ohio, New York, and Florida appear to have similar patterns of successful components; however, Ohio has identified more obstacles and problems to Tech Prep implementation than have the other four states.

Results of the five-state comparisons of Tech Prep are presented in Appendix N.

Issues for Continued Study

The extent to which identified obstacles and problems to Tech Prep implementation in Ohio are remedied in future years should be assessed. Continuing obstacles/problems should be identified (both from state and national reports) and action plans to minimize or eliminate these obstacles/problems should be implemented.

C-4. What has been the nature and magnitude of state expertise assistance to consortia? (Years 1-5).

Year 1 Findings

All consortia have state expertise (from the Board of Regents and the Department of Education Tech Prep offices) available to them as needed by telephone. Additionally, monthly meetings of Consortium Coordinators that are arranged by the state provide regular expertise and assistance. Most (75%) Coordinators reported to MGT that their consortium received professional development services from the state level. They identified the following as being the most valuable services provided by the state:

- funding and programmatic assistance
- assistance in developing Tech Prep Competency Profiles (TCPs)
- curriculum development and integration workshops
- the Leadership Academy
- exposure to consultants and speakers

The MGT evaluators' found that nearly all Coordinators and other consortia representatives were extremely pleased with the nature and extent of state expertise that was available to them this year.

Issues for Continued Study

The cost and effectiveness of state-level assistance to consortia should be assessed in the remaining years of the evaluation through collection and analysis of appropriate data.

D. QUESTIONS REGARDING PARTICIPANTS' KNOWLEDGE AND PERCEPTION OF THE VALUE OF THE TECH PREP PROGRAM

D-1. What role, if any, did the parents have in the development and use of the Individual Career Plan (ICP) and/or career passports? (Years 1-5).

Year 1 Findings

Results of MGT's Surveys of Consortium Coordinators show that two-thirds of the Coordinators do not know whether or not parents are involved the development and annual review of the ICP. All of the one-third of Coordinators who were familiar with their schools' ICP processes claim that parents are involved in ICP development and annual review.

Results of surveys of parents of Ohio Tech Prep students revealed that 56% of the parents claim they have become more involved in their child's education due to Tech Prep. A majority (51%) of those parents who report having more involvement claim that it is in helping their Tech Prep child to make career choices. Tech Prep students who were surveyed also reported that parents were more involved in helping them to make career choices.

On-site interviews with parents of Tech Prep students also confirm that 6 out of 10 parents of Tech Prep students claim to be more involved in their child's education due to Tech Prep, and two of every three parents interviewed said that their increased involvement was in helping their child to make career choices.

Issues for Continued Study

Consortium Coordinators need to be more knowledgeable about parental involvement in the ICP process in their participating schools and how this process affects Tech Prep students. An assessment of the extent to which Coordinators gain a better understanding of their schools' inclusion of parents in the ICP process and the consortium's efforts to improve this process, if necessary, should be a continuing part of this evaluation of the Tech Prep Program.

D-2. How have students' attitudes and success in school changed as a result of participating in Tech Prep? (Years 1-5).

Year 1 Findings

Although none of the consortia has data that compares students' attitudes and performance before and after their involvement in Tech Prep, nearly half (49%) of Tech Prep students surveyed by MGT report that they are making better grades in school as a result of enrolling in Tech Prep. Fifty-six percent (56%) of the parents of Tech Prep students claim their children are making better grades in school, and 58% say their children are more interested in school work thanks to Tech Prep.

Issues for Continued Study

As part of the telephone survey of Tech Prep students and their peers in non-Tech Prep programs (that is planned for Fall 1995), additional information will be collected regarding self-reported changes in students' attitude and performance in school and in the workplace that can be attributed to Tech Prep participation. Additionally, consortia need to build data bases that include longitudinal student performance data so that changes in student performance can be documented.

D-3. What is the level and degree of Ohio industry support of Tech Prep? (Years 1-5).

Year 1 Findings

All consortia have business/industry representation on their governing boards. MGT's on-site interviews with business/industry representatives in all consortia revealed strong support for Tech Prep.

MGT's survey of 287 business/industry representatives whom Consortium Coordinators identified as being knowledgeable about Tech Prep implementation in their region, yielded a 39% response rate, which is quite good for a mail survey. Responses from this select group of business/industry representatives reveal that:

- are highly supportive of Tech Prep;
- claim their companies would give preference to employing Tech Prep Graduates;
- about one-half believe that Tech Prep is already very valuable to secondary school students and to employers.

Issues for Continued Study

As Tech Prep continues and high school graduates begin to enter the work force in either a part-time or full-time basis, interviews and surveys of business/industry representatives should collect data regarding their assessment of Tech Prep students' entry-level abilities and success on the job.

D-4. What has been the level of interest and involvement of the Ohio media in Tech Prep? What arrangements exist for maximizing it? (Years 1-5).

Year 1 Findings

MGT's survey of Consortium Coordinators found that 21% of them perceived that their local media had a *high level* of interest and involvement in Tech Prep and 58% felt their media had a *moderate level* of interest and involvement. Most consortia have arrangements in place for maximizing media interest and involvement in Tech Prep. These include strategies ranging from press conference to announce Tech Prep developments to use of public service announcements on radio and television.

Issues for Continued Study

Media stories and editorials regarding Tech Prep should be collected by consortia and forwarded to the state Tech Prep offices for analysis and potential use to either promote successful practices or to identify additional state-level assistance needed to improve Tech Prep implementation.

The most successful means of maximizing media interest and involvement in Tech Prep should be identified and shared among all consortia.

E. QUESTIONS REGARDING THE IMPACT OF THE TECH PREP PROGRAM ON STUDENTS AND FORMER STUDENTS

E-1. What impact has the Tech Prep Program had on student access, school achievement, further education, and labor market success of students? (Years 1-5).

Year 1 Findings

MGT's survey of Consortium Coordinators found that less than half (42%) of the consortia maintain information on Tech Prep students' race/ethnicity, and only one-third currently record students' gender. MGT obtained gender information from respondents to its survey of Tech Prep students and found that two-thirds were males and only one-third were females.

Mathematica's Fall 1994 survey of Ohio Consortium Coordinators asked and received response frequencies as shown below regarding student access to Tech Prep:

For which, if any, of the following groups are efforts being made to facilitate participation in Tech Prep?

Student Groups	***Yes***
1. *Minority students*	*92%*
2. *Limited English Proficiency (LEP) Students*	*42%*
3. *Students with disabilities*	*75%*
4. *Economically disadvantaged students*	*88%*
5. *Educationally disadvantaged students*	*67%*
6. *Pregnant or parenting students*	*54%*
7. *Males with regard to non-traditional occupations*	*42%*
8. *Females with regard to non-traditional occupations*	*79%*

Mathematics also asked and received the following responses from Coordinators regarding special efforts being taken to facilitate Tech Prep accessibility:

Which of the following services or accommodations, if any, are being used to facilitate access to Tech Prep for the groups listed above? (Check all that apply.)

Special Efforts:	***Yes***
1. *No special efforts*	*29%*

2.	*Inclusion of special populations coordinators in the Tech Prep team or in curriculum/staff development*	*65%*
3.	*Modified curriculum content and/or instructional method to meet the special needs of a particular group (other than accommodation to students' native languages)*	*18%*
4.	*Materials and/or instruction in the students' native (non-English) language*	*0%*
5.	*Interpreters (for non-English speaking or hearing-impaired students)*	*0%*
6.	*Physical access accommodations*	*64%*
7.	*Special equipment (e.g., to meet the special needs of a particular group)*	*12%*
8.	*Transportation*	*29%*
9.	*Child care*	*6%*
10.	*Coordination with JTPA youth or similar programs*	*41%*
11.	*Promotional materials (e.g., brochures or videos) aimed at one or more of these special populations*	*59%*
12.	*Special career guidance*	*53%*
13.	*Special tutoring*	*18%*
14.	*Other*	*0%*

Tech Prep's initial impacts on student achievement have been previously addressed in item D-2. In terms of impact on the further education of students, MGT's survey responses from 367 high school students enrolled in Tech Prep during the 1994-95 school year showed that 95% report they plan to continue their education immediately after high school. Most (56%) of these students plan to attend a community college, and another 20% pan to be in a university. Small percentages plan other types of postsecondary education.

As noted previously, the labor market success of Tech Prep students will begin to be studied in late Fall 1995 and continue for the next four years.

Issues for Continued Study

Reasons for the overrepresentation of males in Tech Prep (i.e., twice as many males as females), should be determined. The racial/ethnic distribution of Tech Prep students also should be assessed, which means that all consortia need to collect this demographic information on their students.

E-2. What are the earnings of those who entered the work force after high school compared to those who continued in Tech Prep advanced programs? (Years 1-5).

Year 1 Findings

Baseline data on the earnings of students who entered the work force after high school will not be available until later in the Fall of 1995, following the telephone survey of Tech Prep students who graduated from high school in the Class of 1995 and their peers in non-Tech Prep programs. It will be several years before comparisons can be made of the earnings of those who entered the work force after high school and those who continued in Tech Prep at the postsecondary level before entering the work force.

Issues for Continued Study

None, other than those noted above.

3. FUTURE EVALUATION PLANS

A. Overview

In this final chapter, MGT presents its proposed work plan for the coming year and an outline of plans for Years Three through Five of the evaluation. Both are based upon the five-year plan MGT originally proposed which included using findings from each successive year of the evaluation to tailor the evaluation focus of the upcoming year.

During the initial year of the evaluation, MGT found that the following five components of Tech Prep are generally perceived by Consortium Coordinators and their most involved Tech Prep practitioners as having the greatest potential cost-benefits:

1. Curricular changes including:
   - competency-based curricula in both academic and vocational/ technical programs at both secondary and postsecondary schools
   - integration of academic and vocational curricula
   - contextual instruction
2. Staff development for Tech Prep professionals
3. Changes in students' career decision making including:
   - improved guidance and counseling
   - coordinated secondary school/postsecondary school individual career planning
4. School/business collaborations
5. Strategic Planning including:
   - improved data collection and use
   - plans for marketing Tech Prep

As noted in the work plan for Year One of the evaluation, following identification of these components, future years of the evaluation are to include assessing their cost-effectiveness, (i.e., the relationship between allocation of resources for a program component and the impact the allocation has on student learning or other positive outcomes). The five components noted above will receive special focus during Years Two and Three of the evaluation. MGT will assess the cost-effectiveness of each component to provide additional data for use in answering evaluation questions that are related to these Tech Prep components. Conducting the cost-analyses will require collection of additional data at both the state and local levels as detailed in Tasks 13.0 and 14.0 of the work plan that follows.

B. Work Plan for Year Two

MGT's proposed work plan for Year Two of the five-year evaluation is presented below. To avoid confusion with tasks that were specified in the Year One work plan, the tasks for Year Two begin with Task 11.0, since Year One tasks ended with Task 10.0. As in Year One of the evaluation, MGT will remain flexible in modifying the proposed work plan to best meet the needs of the state within the budget allocated for the evaluation.

Task 11.0 Resume Longitudinal Impact Evaluation

11.1 Obtain final input from State Tech Prep Evaluation Committee regarding previously proposed methodology for conducting the telephone tracking study of four group of students.

11.2 Develop telephone survey instrument and obtain sample of students according to the approved methodology:

- Ensure that survey addresses appropriate evaluation questions previously displayed in Exhibit 8.
- Review and obtain ODE and BOR approval of the student telephone survey instrument.

11.3 Conduct survey.

11.4 Make incentive payments to survey participants.

11.5 Analyze and report survey findings.

11.6 Identify and collect other students impact data available at the consortium level.

11.7 Add survey findings and other available impact data to data base created for the state.

Task 12.0 Continue Assessing the Impact of State Policies and Tech Prep Implementation on Program Development and Expansion.

12.1 Maintain contact with state-level Tech Prep personnel to collect information on any changes in state policies and implementation practices.

12.2 Develop coordinator surveys and interview guides to continue collecting needed information to address evaluation questions listed previously in Exhibit 4.

- Ensure that information collection instruments address *Issues for Continued Study* related to previously-addressed Exhibit 4 evaluation questions.
- Obtain ODE and BOR review and approval of instrumentation.

12.3 Conduct surveys, interviews, and on-site observations to collect needed information.

12.4 Analyze information collected and summarize findings.

Task 13.0 Continue Evaluating Strengths and Weaknesses of Consortia Initiatives.

13.1 Develop protocols and interview guides for return visits to all 24 consortia

- Verify that information collection instruments continue collecting needed information to address evaluation questions listed previously in Exhibit 5.
- Include instrumentation to obtain cost and effectiveness data maintained by consortia related to the five "potentially cost-effective" components discussed at the beginning of this chapter.

- Ensure that information collection instruments address *Issues for Continued Study* related to previously-addressed Exhibit 5 evaluation questions.

- Obtain ODE and BOR review and approval of instrumentation.

13.2 Schedule and conduct interviews and on-site observations in the 24 consortia to collect needed information.

13.3 Analyze information collected and summarize findings.

Task 14.0 Continue Assessing the Extent and Impact of Tech Prep Professional Development for Instructors and Administrators.

14.1 Observe a representative sample of professional development activities at both the state-level and the consortium-level.

14.2 Design instruments to collect cost and effectiveness data that are available for professional development activities at both the state-level and the consortium-level.

14.3 Design additional instrumentation to continue collecting needed information to address evaluation questions listed previously in Exhibit 6.

- Ensure that information collection instruments address *Issues for Continued Study* related to previously-addressed Exhibit 6 evaluation questions.

- Obtain ODE and BOR review and approval of instrumentation.

14.4 Analyze information collected and summarize findings.

Task 15.0 Continue Assessing Participants' Knowledge and Perception of the Value of the Tech Prep Program.

15.1 Design additional instrumentation to continue collecting needed information to address evaluation questions listed previously in Exhibit 7.

- Ensure that information collection instruments address *Issues for Continued Study* related to previously-addressed Exhibit 7 evaluation questions.

- Obtain ODE and BOR review and approval of instrumentation.

15.2 Update and re-administer the Tech Prep *Student Survey*, *Parent Survey*, and *Business/Industry Representative Survey* near the end of the 1995-96 school year to:

- obtain comparative data to measure change in knowledge and perception of the value of Tech Prep between 1995 and 1996, and
- have a larger pool of potential survey respondents than was available in 1995.

15.3 Analyze information collected and summarize findings.

Task 16.0 Use Data and Reports from the National Evaluation of Tech Prep to Supplement Ohio Data Collection and to Compare National Findings with Ohio Findings.

16.1 Maintain contact with evaluators at Mathematica, Inc. to obtain data collected during their annual survey of Tech Prep consortia and to receive reports as soon as they are released by the U.S. Department of Education.

16.2 Use Mathematica's most recent survey data to update the Ohio Tech Prep data base.

16.3 Analyze reports on the national evaluation of Tech Prep and compare and contrast national findings (by Mathematica, Inc.) with Ohio findings by MGT.

Task 17.0 Participate in State and National Conferences to Disseminate Information About the Evaluation of Tech Prep in Ohio.

17.1 Through mutual agreement with Ohio's state-level Tech Prep administrators in the ODE and BOR, identify one state-level and one national conference at which to propose to make a presentation on the Evaluation of Tech Prep in Ohio.

- Include ODE, BOR, and/or consortium personnel as co-presenters as appropriate.
- Identify optimal presentation format (e.g., paper presentation, panel discussion, etc.)

17.2 Develop and submit proposals for presentations at select conferences.

17.3 Develop and make presentations.

Task 18.0 Refine Evaluation Plans for Years Three Through Five.

18.1 Develop and submit with the annual evaluation report a detailed work plan for Year Three of the Evaluation and an updated outline of evaluation plans for Years Four and Five.

18.2 Review the evaluation plans during presentations of the final report to the State Tech Prep Evaluation Committee.

18.3 Revise the evaluation plans, as needed, based on feedback from the Committee.

Task 19.0 Prepare and Submit Year Two Draft Final Report.

19.1 Develop draft report to include :

- background information
- evaluation methodology
- findings related to evaluation questions
- improvements and declines from Year One to Year Two.
- issues for continued study and recommendations for Tech Prep improvement
- work plan for Year Three and outline of remaining years of the evaluation.

19.2 Review Draft Report with State Tech Prep Evaluation Committee

- Meet with Committee to review entire report
- Identify needed additions or revisions to the report

Task 20.0 Produce and Submit Year Two Evaluation Report

20.1 After obtaining the State Tech Prep Evaluation Committee's suggestions for improvements to the draft final report, make necessary additions, deletions, or other revisions.

20.2 Make arrangements for camera-ready copy and/or computer diskettes of the final report to be delivered to the ODE and/or BOR by a date mutually agreeable to the state and to MGT.

20.3 Be available to make presentations on the report or to answer questions about it raised by state or federal officials.

C. Evaluation Plans for Years Three Through Five

Although the ODE and the BOR are not fully assured that funding for Years Four and Five of the evaluation will be available at the levels that have been provided for Years One through Three, the following outline of evaluation plans assumes that funding levels will remain constant. MGT is willing to modify its work plan during the present two-year funding cycle if decreases in future funding become likely.

In each of Years Three through Five, MGT plans to build upon the foundation laid during the Year One evaluation and the beginnings of longitudinal impacts that are expected to be seen in Year Two of the evaluation. Annually, MGT will collect survey data from key stakeholders and assess the extent to which Tech Prep is growing and improving. As part of this data collection effort, MGT will revisit the 24 consortia annually to observe program implementation and to interview key participants.

As series of data are obtained, future MGT reports will include charts and graphs that show trends in the perceived value of Tech Prep by students, parents, and business/ industry representatives. Graphs also will show changes in student performance and/or job placements and job success that can be correlated with Tech Prep education. Trends in costs for Tech Prep implementation also will be presented to show whether economy of scale is achieved as Tech Prep expands.

Each year, the evaluation questions shown previously in Exhibits 4 through 8, will be addressed with special attention given to changes or improvements identified in succeeding years related to specific evaluation questions.

Year Five of the evaluation will culminate in a summative evaluation report that provides definitive answers to each of the evaluation questions based on five years of data collection and observation of Tech Prep development. By Year Five, hundreds of former Tech Prep should be in the workforce, and MGT's tracking of samples of these students and their peers (who took other education pathways) will provide comparative statistics on the long-term effects of different pathways to workforce preparation and entry.

APPENDIX A

Findings From Surveys of Consortium Coordinators

FINDINGS FROM SURVEYS OF CONSORTIUM COORDINATORS

This appendix presents summary analyses of responses that 24 Ohio Tech Prep Consortium Coordinators made to two different surveys. The sections shaded in gray are based on survey data obtained by Mathematica, Inc. in Fall 1994. The non-shaded sections are survey data collected by MGT of America, Inc. in Spring 1995. MGT's survey instrument included all of the (shaded) questions that Mathematica had asked the Coordinators previously. Coordinators were not asked to re-answer Mathematica's questions. They were placed in the survey to put MGT's additional questions in context of data already available.

I. DESCRIPTIVE INFORMATION

II. FUNDING AND RESOURCES

A.	*Funding History/Purpose*		
A1.	(C2) When was the most recent Title IIIE grant awarded to your consortium or one of its members?	1992 1993 1994	16.7% 37.5 45.8
A2.	(C2_A) What was the total amount of the most recent Title IIIE grant awarded to your consortium?	(Mean)	$401,764
A3.	(C2_B) What was the primary purpose of this most recent Title IIE grant?	Planning Implementation Combination of planning/implementation Demonstration of exemplary programs	4.2% 4.2 91.7 0.0

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B. FUNDING BY SOURCE AND FISCAL YEAR

	FISCAL YEAR 1992				FISCAL YEAR 1993				FISCAL YEAR 1994				FISCAL YEAR 1995			
FEDERAL FUNDS	Awarded		Expended		Awarded		Expended		Awarded		Expended		Awarded		Expended	
	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean
Perkins Title IIE	5	$194,767	4	$13,573	11	$268 013	11	$171 651	20	$261 695	20	$124 831	18	$218 899	Not Available	
Perkins Title IIC	0	$0	0	$0	1	$269 538	1	$40 855	1	$203 467	2	$136 519	1	$175 000		
Other Perkins Funds	1	$520 000	0	$0	0	$0	0	$0	1	$251 342	2	$101 520	1	$279 230		

STATE FUNDS	Cash		In Kind		Cash		In Kind		Cash		In Kind		Cash		In Kind	
	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean
Vocational Unit Funds	1	$117 000	0	$0	0	$0	0	$0	1	$105 000	0	$0	2	$74 840	0	$0
School to Work	0	$0	0	$0	0	$0	0	$0	2	$93 319	1	$152 250	1	$42 000	1	$41 750
ODE/OBR Eisenhower	0	$0	0	$0	0	$0	0	$0	1	$38 782	0	$0	0	$0	0	$0
Math & Science	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Goals 2000	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
ESEA Reauthorizn	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Project Discovery (NSF)	0	$0	0	$0	0	$0	0	$0	0	$0	1	$20 000	0	$0	1	$30 000
Venture Capital	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Regional Prof. Dev. Ctrs	0	$0	0	$0	0	$0	0	$0	0	$0	1	$2 500	0	$0	1	$2 500

LOCAL FUNDS	Cash		In Kind		Cash		In Kind		Cash		In Kind		Cash		In Kind	
	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean
Tax Abatement	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Other	1	$35 000	0	$0	3	$41 386	2	$14 255	5	$48 160	3	$18 213	4	$61 469	2	$24 067

BUSINESS/INDUSTRY	Cash		In Kind		Cash		In Kind		Cash		In Kind		Cash		In Kind	
	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean
Scholarships	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Staff Loans	0	$0	0	$0	0	$0	1	$2 000	0	$0	1	$4 500	0	$0	1	$5 500
Equipment	0	$0	1	$300 000	0	$0	1	$32 000	0	$0	1	$25 000	0	$0	0	$0
Facilities	0	$0	0	$0	0	$0	4	$6 063	0	$0	4	$7 750	0	$0	3	$9 667
Software	0	$0	0	$0	0	$0	1	$7 500	0	$0	0	$0	0	$0	0	$0
Other #1	0	$0	0	$0	0	$0	2	$3 250	0	$0	5	$6 500	0	$0	1	$7 500
Other #2	0	$0	0	$0	0	$0	1	$20 000	0	$0	1	$20 000	0	$0	1	$20 000

OTHER	Cash		In Kind		Cash		In Kind		Cash		In Kind		Cash		In Kind	
	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean	Responses	Mean
	0	$0	1	$24 020	1	$20 405	1	$196 543	2	$34 597	3	$74 084	2	$54 450	1	$118 089

[illegible]

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C. Estimated Expenditures

C1 (C6) Please provide a quick spent estimate of the percentage of your consortium's total expenditures, excluding any in-kind contributions and funds normally spent by the secondary or postsecondary institutions out of their general operating budgets (e.g., counselors' salaries), that was spent on each of the following during school year 1993-94:

	Mean
(C6_A) General administration of the consortium	41.1%
(C6_B) Staff development activities	18.8%
(C6_C) Curriculum and review	13.0%
(C6_D) Equipment or materials for secondary and/or postsecondary programs	17.6%
(C6_E) Marketing/promotion	6.9%
(C6_F) Evaluation activities	0.7%
(C6_G) Allocations made by the consortium to consortium educational institutions (secondary or postsecondary) for their use	0.6%
(C6_H) Other (please specify):	4.8%

D. Assistance from Business/Industry/Labor/Trade Associations

D1.	(C5) Did your consortium receive any help or assistance in the development of Tech during school year 1993-94 from individual businesses, corporations, or business/industry trade associations, or labor organizations?	Yes	75.0%

D2. (C5) What types of support did your consortium receive from these groups? (Check all that apply.)

A. Working with students:	
(C5_A1) Providing career awareness opportunities for students in the early phases of Tech Prep	44.4%
(C5_A2) Participation in mentor programs	16.7%
(C5_A3) Arranging for students to tour facilities	61.1%
(C5_A4) Providing unpaid work/training experience in a position related to a Tech Prep course or career focus at an employee worksite	11.1%
(C5_A5) Providing paid youth apprenticeship or employment experiences in a position related to a Tech Prep course or career focus at an employer worksite	11.1%
(C5_A6) Providing priority in hiring to Tech Prep graduates	0.0%
B. Working with staff:	
(C5_B7) Participation in curriculum development--e.g., determining competence required for occupations, listing tasks and objectives, creating lab or other contextual learning activities	88.9%
(C5_B8) Assistance in defining program outcomes	83.3%
(C5_B9) Assistance in identifying/refining occupational clusters/areas	61.1%
(C5_B10) Assistance in promoting or marketing Tech Prep	55.6%
(C5_B11) Supporting staff development activities for counselors and instructors through workplace visits and discussions	88.9%
(C5_B12) Releasing employees to teach classes in schools	16.7%
(C5_B13) Providing speakers for career education days	50.0%
C. Material Resources:	
(C5_C14) Providing awards or scholarships for students	5.6%
(C5_C15) Providing awards or scholarships for teachers and counselors	0.0%
(C5_C16) Providing equipment or materials	27.8%
(C5_C17) Providing space for classes or other activities	27.8%

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	D. Other support:		
	(C5_D18) Other (please specify)		5.6%
	(C5_D19) Other (please specify):		5.6%
E.	**School-to-work Opportunities Act Grants**		
E1	(C7) Did your consortium or any of its members receive a grant under the School-to-Work Opportunities Act (STWOA) for use this school year (school year 1994-95)?	Yes	8.3%
E1.1	(C7_ A)If "Yes", how many districts received a STWOA grant?	(mean)	12.0
E1.2	(C7_B) How many secondary schools are covered by this/these districts?	(mean)	11.5
E2	(C8) Did your consortium or its member(s) receive the STWOA grant from a state agency as part of a state implementation grant or directly from a federal government agency (i.e., a local grant from the U.S. Department of Education of the U.S. Department of Labor)? (Check all that apply)	(C8_A) From a state agency	100.0%
		(C8_B) Directly from federal government agency	0.0%
		(C8_C) Don't Know	0.0%
E3	(C9*) What was the total amount of the STWOA grant(s) awarded to your consortium or its member(s)?	(mean)	$63,000

III. DIMENSIONS OF SYSTEMIC CHANGE

A. Conceptual Dimension - Portrays the degree to which consortium members see themselves as members of a larger system (i.e., the consortium), as producers and consumers of educational products within that system, and as owners of both the problems and potential solutions inherent to that system, and the level of their commitment to cooperation and collaboration as primary strategies of systemic change.

A1. Tech Prep Coordinator

A1.1	Has your consortium developed a mission statement for Tech Prep?	Yes	75.0%
		No	20.8
		Don't Know	4.2
A1.2	If "Yes," how is that statement used by the consortium? (Check all that apply)	No use made of statement	5.6%
		To educate others about Tech Prep	66.7
		As a standard against which to evaluate proposed activities	66.7
		Other	11.1

CONSORTIUM	RESPONSE
1	Used as attachment to memorandum of understanding among partners
2	Provide direction and goal for Consortium

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A1.3	How well (1=low; 5=high) do you understand the Ohio Tech Prep concept?	1 0%	2 0.0	3 0.0	4 29.2	5 62.5	N/R 8.3
A1.4	How supportive (1=low; 5=high) are you of that concept?	1 0.0%	2 0.0	3 0.0	4 8.3	5 83.3	N/R 8.3

A1.5 First, please assign a level of importance (1=low; 5=high) in column (1) to each of the Tech Prep purposes listed below. Then in column (2), rank the top five in ascending order of priority (1=lowest, 5=highest).

Possible Purposes of Tech Prep	Mean Level of Importance	Mean Top Five Rank
To produce a highly educated and qualified workforce that is responsive to the needs of business, industry, and labor	4.9	3.9
To provide expanded opportunities for all students	4.2	1.4
To promote real partnerships among secondary education higher education, business/industry, and labor	4.7	2.9
To assist students to develop and use career planning skills	3.9	0.4
To provide higher level math, science, and communications competencies for the workplace	4.4	1.4
To provide occupational and employability competencies for the workplace	4.2	1.0
To provide advanced skills for technical occupations through a formal postsecondary experience	4.1	0.4
To foster systemic change throughout secondary and higher education	4.3	1.8
To foster diversity in education and the workplace	3.3	0.0
To foster the concept of life-long learning	4.0	0.5
To promote the use of effective teaching strategies	4.2	1.4

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A1.6 Please identify what you believe to be the three most important ingredients of a successful Tech Prep initiative

CONSORTIUM	FIRST RESPONSE
1	Partnerships based on inter-institutional trust, cooperation without turfdom, & commitment to systemic change.
2	The development of true partnerships among secondary, postsecondary, and B/L
3	A strong committed diverse Advisory Committee representing business/industry/labor/ government
4	Partnering between secondary, higher education and Business/Industry
5	Willingness to accept "change" as "opportunity"
6	Better meeting the needs of the 50% of students 9-14 not well served by current lecture teaching
7	Willingness to explore opportunities for change; create new options
8	A community of educators, business industry and labor representatives who are willing to set aside personal issues. Turf issues, previous injustices and other barriers and unite to work cooperatively toward a common goal.
9	It is vital for business and industry representatives and secondary and post-secondary faculty to work together to develop a successful Tech Prep program.
10	Commitment of members (philosophically & financially)
11	Use of TCP Process
12	Clear vision of the mission of the Consortium by the stakeholders.
13	Cooperation between schools
14	Strong connection with Business/Industry
15	Trust & collaboration among institutions
16	Business / Education partnership
17	Readiness to change - Tech Prep requires a paradigm shift
18	Working arrangement with school faculty and curriculum development
19	Strong leadership
20	Funding
21	Cooperation from home schools, vocational schools & post-secondary education
22	Cooperative working relationship within the consortium
23	The education/business/labor connection. Using real world business examples in the classrooms & labs. Activity academics
24	Dedicated teachers delivering the academic/employability outcomes

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CONSORTIUM	SECOND RESPONSE
1	Solid funding base.
3	Sets of ongoing in-services for various education populations
4	Increased/upgraded academics coupled with industry driven technical competencies
5	Professional Development Training to accept and adapt to the change effectively.
6	To make education 9-14 more responsive to business and industry and each other.
7	Willingness to discuss and collaborate effectively without regard to institution
8	Educational leadership who are cognizant of work force needs and accept the challenge and responsibility of meeting those needs - even when it means changing.
9	The use of "hands on" and cooperative learning teaching techniques should be emphasized, and classroom experiences must be related to real-life personal and work-related situations.
10	Adequate resources
11	Providing keep personnel to assist coordinator
12	Sincere desire to work for "change."
13	Having both the teachers and administrators at the high schools committed
14	Strong connection between secondary & post-secondary
15	Sufficient resumes to do the job (time & money)
16	Attitude change
17	Excellent relationship between secondary & postsecondary system
18	Input and definitive working arrangement with business/industry/educational institutions
19	Common vision and goals
20	Cooperation of Secondary & Post Secondary
21	Strong career/education - marketing at Tech Prep
22	Clearly identified goals with measurable outcomes
23	A seamless curriculum, including career ed, grades 9-14 plus articulation at grades 15 + 16, 2+2+2.
24	Relevant curriculum in academic areas that have valid employment opportunities.

CONSORTIUM	THIRD RESPONSE
1	Integrated curriculum with quality instruction.
3	A comprehensive marketing plan.
4	Work based learning components with internship & scholarship opportunities
5	Team spirit and solution orientation.
6	Excitement about important change by stakeholders.
7	Strong leadership willing to handle variety of responsibilities/flexible.
8	Business industry & labor who are willing to invest their resources (time and money) in improving the educational system.
9	Worksite learning experiences must be provided to prepare students for the transition from educational experiences in the classroom to those which they will actually encounter in career settings.
10	Effective coordination system & personnel
11	Collaborative state/ consortium leadership
12	Willingness to forget about "turf" and work for the common goal of all students.
13	All parties can see a common goal.
14	Seed $ $ $ to get it started
15	Sound, meet real needs conceptually
16	Money
17	Flat organizational structure
18	Promotional and marketing programs for business schools, students parents and the community
19	Committed people
20	Commitment of business Industry & labor
21	Dedication of teachers involved in the initiative
22	Effective marketing strategies
24	A program that has energy; a life of its own; an exertia

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A1.7	Does your consortium's Tech prep initiative have any unique features?	Yes	66.7%
		No	33.3

A1.8 If "Yes," please describe.

CONSORTIUM	RESPONSE
1	Project approach to delivery of integrated academics with real-world/career applications & teamwork skills. Also, site-based
2	HS use of college labs, industry labs, STW, NSF/NCME, Univ. of Dayton link
3	Cooperative arrangement with other grant funded Cooperative stance among existing partners; early, heavy emphasis on math and language arts models; Regional inclusiveness; cross enrollment; use of college lab by high school program.
4	Special sections of college courses for Tech Prep students
5	Satellite approach of instruction - and making decisions as a team. Not letting one entity dominate the rest.
7	Very strong business & industry support. Strong Steering Committee
8	In order to deliver the post secondary component, we developed a new university associate degree - the first new university Tech Prep degree in Ohio.
10	Paid summer internship program
	Tax Abatement Program/ Scholarship Program
12	Programs are team-taught on an interdisciplinary basis
	Students from all consortium high schools are eligible to apply for any Tech Prep program
14	The Coordinator - I have a manufacturing background
15	Regional Approach - multiple colleges, vocational schools & comprehensive schools
17	Enterprise Ohio's "Return to Industry" externship grant for high school & college faculty.
18	Not at this time
21	Post-secondary institution has a statewide mission - only one for horticulture (agriculture)
22	A liaison from each high school (17) is appointed by the school district to meet regularly to discuss consortium plans and share concerns.

A1.9	How would you compare your consortium's Tech Prep initiative to other programs in Ohio?	Stronger overall than most	33.3%
		Stronger in some parts than most	16.7
		About the same	8.3
		Weaker in some parts than most	12.5
		Weaker overall than most	0.0
		Don't Know	25.0

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A1.10 How would you rate (1=low; 5=high) the level of involvement of your:

	1	2	3	4	5	N/R
City, local, and exempted school districts?	4.2%	12.5	12.5	33.3	37.5	0.0
Joint Vocational Service District(s)?	0.0%	0.0	4.2	29.2	66.7	0.0
Community/technical college(s)?	4.2%	0.0	8.3	33.3	50.0	4.2
4-year university(ies)?	33.3%	8.3	8.3	20.8	16.7	12.5
Business/industrial employers?	0.0%	8.3	8.3	45.8	37.5	0.0
Labor members?	25.0%	12.5	25.0	25.0	12.5	0.0

A1.11 To what degree is your consortium implementing principles of Total Quality Management (TQM), Total Quality Education (TQE), or Continuous Improvement (CI) in its attempts to reform education?

Being implemented throughout organization	4.2%
Top management committed, process begun	8.3
Top management committed, process being planned	4.2
Top management interested, decision to implement pending	29.2
No interest or commitment	37.5
No response	16.7

A1.12 What are your consortium member institutions' experiences with TQM, TQE, or CI?

Know what all members are doing in this regard	0.0%
Know what most members are doing in this regard	33.3
Know some are involved, don't know which ones or what they are doing	45.8
Don't know	20.8

A1.13 What contributions could your member institutions make to the consortium's effort to implement TQM, TQE, or CI?

Provide staff as trainers	50.0%
Training materials	50.0%
Facilities	45.8%
Reserve slots in on-going training programs	45.8%
Provide staff to plan consortium's approach	45.8%
Don't know	20.8%
Other (please specify):	12.5%

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CONSORTIUM	RESPONSE
8	We have not made a consortium commitment to TQM, TQE, or CI.
19	Provide Assoc. degree in TQM

B. Organizational Dimension - Portrays the degree to which consortium members establish, empower, and maintain a formal structure (the consortium); charging it with creating a single system and using the cooperative and collaborative action of its individual members to address the identified mutual problems and perform tasks and accomplish goals that are unattainable by any single member.

B1. Collaboration Agreement

B1.1	Has a "Memorandum of Understanding" (MOU) been designed and agreed to by secondary education, postsecondary education, and business, industry, and labor partners?	Yes	62.5%
		No (Go to B2.6)	29.2
		Don't Know	4.2
		No response	4.2

B1.2	Does the MOU address the following responsibilities? (Check all that apply.)	Marketing the consortium's Tech Prep program	88.2%
		Implementing the State of Ohio's prescribed Tech Prep guidelines	82.4%
		Evaluating the Tech Prep program	70.6%
		Sending representatives to consortium and/or committee meetings	94.1%
		Sending occupational/vocational and academic faculty to participate in the TCP process	88.2%
		Developing and/or revising the academic, vocational, and technical curriculum based upon competencies and outcomes defined through the TCP process	94.1%
		Providing incentives for guidance and administrative staff to visit Tech Prep programs at secondary, postsecondary, and business/industry/labor partner sites	47.1%
		Providing opportunities for Tech Prep students to participate in Credit-by-Examination activities	70.6%
		Providing released time or substitutes and incentives for faculty members to attend Tech Prep staff development activities	11.8%
		Providing upper level "technical" math, science, and/or communication courses (Secondary level)	58.8%
		Providing advanced skill technology outcomes for Tech Prep students (Postsecondary)	70.6%
		Recognizing that "applied" classroom methodology means introducing problem-solving activities in both occupational and academic classes	64.7%
		Establishing and supporting a site team (principal, vocational teacher, academic teacher, high school guidance counselor, middle school representative, and college representative)	41.2%
		Providing "open-enrollment" for Tech Prep students from any school in the consortium	47.1%
		Providing all Tech Prep students with TCP-developed curriculum, rather than traditional vocational curriculum	82.4%
		Scheduling upper level "technical" and "college prep" math, science, and communications courses so Tech Prep students can take them at associate schools.	70.6%

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Developing, monitoring, and up-dating ICPs for 9th, 10th, 11th, and 12th grade Tech Prep students	58.8%
Agreements of business, industry, labor, and government (school boards, PICs, apprenticeships, etc.) to:	47.1%
Assist in recruiting Tech Prep students	64.7%
Assist in developing curriculum	76.5%
Provide teachers with specialized equipment and/or inservice training	76.5%
Cooperate in developing grant proposals	23.5%
Give priority to hiring Tech Prep graduates	41.2%
Pay Tech Prep graduates higher wages, commensurate with increased skills and abilities	11.8%
Provide on-site learning activities (e.g., summer jobs, apprenticeships, internships, work-study, etc.)	70.6%

B1.3 Is a copy of your consortium's MOU available for review?

Yes	88.2%
No	5.9
No Response	5.9

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B2. Governance				
B2.1	(B1) Does your Tech Prep consortium have a governing board or equivalent policy/decision making body that helps to plan or guide the Tech Prep program?		Yes	100.0%
B2.2	(B1_A) When was this governing board established (i.e., when was the first formal meeting of the governing board held)?		1989	4.2%
			1991	12.5%
			1992	45.8%
			1993	16.7%
			1994	20.8%
				Mean
B2.3	(B2) How many of the governing board fit each category below: (Please count each member only once and enter zero (0) for the types of personnel not represented on the governing board.)	(B2_A) Administrators of city, local, and exempted school districts		4.3
		(B2_B) Administrators of individual schools in member school districts		1.2
		(B2_C) Counselors in member school districts		0.2
		(B2_D)Administrators in independent vocational districts (VEPDs)		1.9
		(B2_E) Administrators of individual school in independent vocational districts (JVSDs)		0.5
		(B2_F) Counselors in independent vocational districts (VEPDs)		0.1
		(B2_G) Academic teachers (either from local school districts or independent vocational districts)		0.0
		(B2_H) Vocational teachers (either from local school districts or independent vocational districts)		0.2
		(B2_I) Administrators of postsecondary institutions		2.6
		(B2_J) Faculty in postsecondary institutions		0.5
		(B2_K) Counselors in postsecondary institutions		0.0
		(B2_L) Other education/training agencies		2.4
		(B2_M) Representatives of individual businesses and/or corporations		2.3
		(B2_N) Representatives of business/industry or trade association		0.5
		(B2_O) Representatives of labor organizations		0.5
		(B2_P) Students		0.0
		(B2_Q) Parents of Tech Prep students		0.0
		(B2_R) Board of Education members		0.0
		(B2_S) Local/Reg./State Dept. of Development		0.0
		(B2_T) Local/Reg./State Bureau of Employment Services		0.4
		(B2_U) Other (please specify):(B2_U1)		0.3
		(B2_V) Other (please specify):(B2_V1)		0.1

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B2.4	(B3) Does the governing board have a designated chairperson or co-chairpersons?	Yes	75.0%

B2.5 (B4) Indicate below which type of organization the chairperson/co-chairpersons is/are from.

Organization	(B4_1) Chair/ Co-Chair	(B4_2) Co-Chair
a. City/local/exempted school district of individual school	4.2%	0.0%
b. Independent area vocational/technical center or district (Joint Vocational Service District or Vocational Education Planning District)	8.3	4.2
c. Postsecondary institution	41.7	8.3
d. Individual business/corporation	0.0	0.0
f. Business/industry or trade association	12.5	0.0
g. Labor organization	0.0	0.0
h. Other (please specify):(B4_1A)	8.3	0.0
No Response	25.0	87.5

B2.6 What is the Board's gender and racial composition?

Race/Ethnic Origin	Mean Females	Mean Males
African - American	0.4	0.5
Asian/Pacific Islander	0.0	0.0
Hispanic	0.0	0.0
Native American /Alaskan Native	0.0	0.0
White	4.0	14.7
Unknown	0.0	0.0

B2.7	Has a set of Bylaws been adopted by the Board?	Yes	45.8%
		No	50.0
		No Response	4.2
B2.8	If "Yes," are Bylaws reviewed and revised, if necessary, each year by the Board?	Yes	81.8%
		No	9.1
		No Response	9.1

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B2.9	(B5) How many times has the Board met during past 12 months? (Mean)		5.8
B2.10	(B6) Have working committees or task forces been established to deal with various aspects of Tech Prep planning and implementation?	Yes	83.3%
B2.11	(B6_A) If "Yes," how many? (Mean)		5.9

B2.12	Is documentation (i.e., minutes) kept of all meetings of the consortium board and its duly established committees?	Yes	95.8%
		No	0.0
		No Response	4.2
B2.13	If "Yes," are these minutes available for public review?	Yes	100.0%
		No	0.0
B2.14	How do board members report to the stakeholder groups they represent?	No reports made	0.0%
		Written reports	25.0%
		Presentations in stakeholder organization meetings	33.3%
		Newsletter	20.8%
		Informal reports	54.2%
		Don't know	45.8%

B3. Consortium Staff

B3.1	(B7) Does the consortium have a full-time Coordinator?	Yes	100%

B3.2	If "No," does the consortium have a part-time Coordinator?	Yes	25.0%
		No	8.3
		No Response	66.7
B3.3	If "Yes," what percent?	(mean)	65.8%
B3.4	Does a written job description exist for the position of Coordinator (whether full-time or part-time)?	Yes	87.5%
		No	8.3
		No Response	4.2
B3.5	If "Yes," is that job description available for public review?	Yes	95.2%
		No	0.0
		No Response	4.8

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B3.6	What is your (the Coordinator's) educational background? (Check all that apply.)	Academic/general education	62.5%
		Vocational education	29.2
		Technical education (engineering, science, etc.)	20.8
		Health/medicine	0.0
		Other (please specify):	33.3

CONSORTIUM	RESPONSE
4	Law
5	Human Resources -and- Mgt. & Training
8	Training in Business/industry
10	Administration
15	Administrator
17	Social Science
19	Business Education, Guidance & Counseling
21	Post-secondary bus. & business & industry training

B3.7	What is your (the Coordinator's) level of education?	Baccalaureate	12.5%
		Master's Degree	62.5%
		Professional Degree	4.2%
		Doctorate	12.5%
		Other (please specify):	8.3%

CONSORTIUM	RESPONSE
10	Education Specialist (ED.S)
21	Many graduate courses

B3.8	What is your (the Coordinator's) professional experience? (Check all that apply.)	Teacher	79.0%
		Counselor	16.7%
		Secondary administrator	33.3%
		Community college administrator	29.2%
		Four-year university administrator	25.0%
		Other (please specify):	54.2%

CONSORTIUM	RESPONSE
1	National research center
2	Four-yr. union faculty
4	Attorney
5	Training consultant
6	Supervisor
7	Professor
8	Community Non-profit agency; Business/Industry experience (Engineering)
13	Banker
14	Manufacturing & Adult Vocational Education
15	Business
17	Community College
19	Bus. & Ind. Counselor (GM & Ford & ATT)
21	Coordinator

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B3.9 What is your tenure as Coordinator in this consortium?

Less than 1 year	41.7%
Between 1 and 2 years	25.0
Between 2 and 3 years	20.8
Between 3 and 4 years	8.3
More than 4 years	4.2

B3.10 What kinds of activities do you perform for the consortium?

Provide overall leadership	95.8%
Promote collaboration among members	100.0%
Organize meetings and maintain appropriate records	100.0%
Coordinate all consortium activities	91.7%
Keep Board members properly informed	91.7%
Publicize Tech Prep	91.7%
Maintain all consortium fiscal records	79.2%
Keep consortium focused on its mission	95.8%
Maintain liaison with state leaders	100.0%
Other (please specify):	25.0%

CONSORTIUM	RESPONSE
5	Editor of newsletter, write grants & develop brochures
8	Recruit members for committees, supervise another staff person doing c
16	Complete surveys (circled)
17	Maintain liaison w/ business-industry -and- develop curriculum (facilitation)
19	Facilitate meetings & Troubleshoot
21	Network with industry, secondary & post-secondary institutions

B3.11 What are your greatest strengths? (Check two.)

Knowledge of Tech Prep	8.3%
Commitment to Tech Prep	25.0%
Organizational skills	58.3%
Ability to work through others	50.0%
Record keeping	4.2%
Ability to coordinate diverse activities	54.2%
Leadership style (please describe):	16.7%
Other (please specify):	29.2%

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CONSORTIUM	LEADERSHIP STYLE RESPONSE
2	Empowerment
12	Openness -and- Facilitation

CONSORTIUM	OTHER RESPONSE
2	Visionary
8	Knowledge of both the business and educational communities - ability to relate to both & attempt to bring them together toward a common goal.
10	Credibility & past experience as administrator
11	Facilitation of diverse groups
12	Knowledge of local community
14	Contacts with Industry
17	leveraging resources
19	Enthusiastic, sees "big picture"

B3.12 In what area do you need to make the most improvement? (Check one.)

Knowledge of Tech Prep	16.7%
Commitment to Tech Prep	4.2%
Organizational skills	8.3%
Ability to work through others	16.7%
Record keeping	45.8%
Ability to coordinate diverse activities	8.3%
Leadership style (please describe):	12.5%
Other (please specify):	20.8%

CONSORTIUM	LEADERSHIP STYLE RESPONSE
13	Team Building

CONSORTIUM	OTHER RESPONSE
1	Stress mgmt
3	Marketing
12	Detail of curriculum work.
15	Project management - political savvy - marketing
16	Completing surveys

B3.13 How would you rate (1=low; 5=high) your overall effectiveness as a Tech Prep Coordinator?

1	2	3	4	5	N/R
0.0%	0.0	25.0	37.5	29.2	8.3

B3.14 What kinds of professional development would be of most benefit to you?

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CONSORTIUM	RESPONSE
2	Stress mgmt -and- strategic planning -and- networking ideas w/ other coordinator
3	Marketing
5	Computer Training
6	Opportunities to share "how to" aspects with other Ohio coordinators
7	Computer/Software updating
8	I have had quite a bit of professional leadership development but I still feel inadequately prepared to motivate people to change when the change required will make their lives uncomfortable for a while. I also feel ill-prepared to work with people who cannot put aside past injustices and grudges and work with other people & institutions for a common goal.
9	Continued networking and sharing with other Tech Prep consortia
10	State Tech Prep activities as currently being carried out
11	Learn how to document progress being made, using statistical evidence.
12	Implementing change
13	Leadership/Team Building/Database Management
14	Need more time on job!
15	Project Management - managing/creating self-directed teams - data management - running meetings
16	No more leadership academies
17	TQM
18	Keeping focused on mission's end results without being distracted by too many meetings and paper work.
19	Development of Consortium database
20	Interaction with other professionals and opportunities to foster the development and evolution of Tech Prep
23	Grant management
24	Learning " ins and outs" of School-To-Work

B4. Strategic Planning

B4.1	Has a strategic plan for implementing Tech Prep throughout the consortium been prepared and adopted by the governing board?	Yes	45.8%
		No (Go to B5)	25.0
		No, but being developed	25.0
		No response	4.2
B4.2	If being developed, when will such a plan be adopted by the governing board?	Within 1 month	0.0%
		Within 3 months	5.6
		Within 6 months	22.2
		Within 1 year	5.6
		Don't know	0.0
		No response	66.7
B4.3	If "Yes," what does the plan include? (Check all that apply.)	Goals and objectives	72.2%
		Strategies and activities	61.1%
		Anticipated funding	55.6%
		Goals and performance indicators for students, teachers, and institutions	38.9%
		Timeline	66.7%
		Evaluation	55.6%

B4.4 How was the strategic plan developed?

All members and client groups participated	50.0%
Board committees	44.4%
Educators only	5.6%
Coordinator	0.0%
Adapted from other sources (please specify):	16.7%

CONSORTIUM	RESPONSE
5	See #B.4.3
14	Don't know

B4.5 Does the strategic plan include the procedure for fund allocation among consortium members?

Yes	33.3%
No	38.9
No response	27.8

B4.6 Does the strategic plan (especially the funding procedure) promote local ownership and resource redirection within member institutions?

Yes	33.3%
No	27.8
No Response	38.9

B4.7 How is this accomplished?

CONSORTIUM	RESPONSE
5	Major funding decisions are made collectively.
10	Through a budget that allows flexibility & autonomy within each VEPD
11	Sit asides for specific uses Each district can apply for mini-grants
15	What areas/how funds will be utilized
19	By sub-committees and regular meetings following By-laws
20	Local participation in development of plan and local participation via Board in any redirection

B4.8 What distribution has been made of the strategic plan?

No distribution made	0.0%
All board members	66.7%
All consortium members	27.8%
General public	5.6%
Other consortia	0.0%
State level	38.9%

B4.9 Is a copy available for review?

Yes	66.7%
No	5.6
No Response	27.8

B5. Collaborative Activities

B5.1 Are consortium members working together to procure or share existing or new facilities, and/or equipment?

Yes	83.3%
No	11.1
No Response	5.6

B5.2 If "Yes," please give an example.

CONSORTIUM	RESPONSE
2	Use of college facilities for high school lab -and- use of industry facilities for high school lab
3	Tech Prep and Vocational Electronics program from one partner VEPD uses college electronics lab: Portable Health Technologies equipment to be shared
4	Health occupation instructors from the college will provide instruction for H.S. students
5	Classrooms and equipment are being shared at the satellite - site instruction. Marion Tech. College's Engineering labs are being used for Tech Prep classes.
6	486 computers & Principles of Technology program at Washington Co. JVS, CAD systems at Morgan HS
7	New consortium has evolved to share resources & equipment for polymer programs
9	This has been discussed at meetings. Schools are willing to share facilities and equipment. Kent Trumbull has expressed a willingness to provide use of their facilities to the schools.
10	Five secondary programs are using Lakeland C. C. engineering labs
12	All programs open to students from each consortium high school
13	Edison and Upper Valley JVS will provide space for an 11th grade class in the fall. A team is working on equipment purchases for fall.
14	Working to have high school academic classes on community college campus
16	Science plan of purchasing equipment / computer technology system
17	Tech Prep equipment budget
18	Utilizing vocational & technical college facility
19	Regional plan for accepting students
21	(Just in discussion stage) (we will investigate even sharing with other consortias! Example: Communications and/or math taught by college instructor at high school.)
22	Members are discussing the sharing of staff and/or facilities to implement programs
23	High schools are exploring the use or college facilities for 11th & 12th grade Tech Prep
24	High school students using university laboratories

B5.3	Are consortium members making more effective use of community and business/ industry resources for educating Tech Prep students?	Yes	66.7%
		No	20.8
		No Response	12.5

B5.4 If "Yes," please give an example.

CONSORTIUM	RESPONSE
1	B/I people are working closely with South-Western city Schools to develop, teach, & evaluate student projects.
2	see above
3	Increased use of shadowing field trips; math faculty field trips to industry; industry speakers at English EECAP workshop.
5	The Health Technologies Program is working with a local hospital to use its staff, equipment & facility for lab training for Tech Prep students. Classes are conducted at Whirlpool Corporation for college students as well as the employees of Whirlpool Corp. Businesses send their employees for classroom instruction, and students are allowed to visit business-site to gain practical knowledge. Some businesses have given donations for summer camp here.
6	Electronics students interviewed area industry for career reports
7	More business/industry representation involved in classroom activities projects - Students are spending hours "on-site" in various companies.
8	Business/Industry have donated equipment to the new Tech Prep Associate Degree program. Business and Industry will be sponsoring and funding a summer intern program for educators to learn more about their world of work.
10	Summer internships for T.P. students
11	More of these resources are being used than before.
12	Business/Industry input to curriculum and other areas.
14	More students spending time at manufacturers. More manufacturers spending time at school
18	Working on this process
19	Open House for students -and- Hosted tours by business people for students at their facilities
20	Process to business for shadowing, field trips, et. al. -and- Curr. Developments
21	Working with industry and Ohio State Extension to provide math examples from horticulture: Use of sprayers, etc.
22	Offers have been made by business/industry to make facilities and equipment available for training.
23	As a result of the TCP process, networks were established. Consortium members are aware of how much assistance business/industry is willing to provide.
24	Industry will deliver employability skills via distance learning

C. Informational Dimension - Portrays the degree to which consortium members understand the need for and are committed to a common system of collecting, analyzing, interpreting, and disseminating the data and information necessary to plan and initiate change within the system.

C1. Consumer/Community Input

C1.1	Has the consortium established an advisory infrastructure that is representative of the member educational institutions' consumers at all levels and stages of the systematic change process?	Yes	58.3%
		No, but planned	20.8
		No, and no plans for such (Go to C2.)	20.8
C1.2	If such an infrastructure is planned, when will it be established?	Within 1 month	0.0%
		Within 3 months	0.0
		Within 6 months	0.0
		Within 1 year	15.8
		Don't know	5.3
		No response	78.9

C1.3	If operational, how is the advisory infrastructure organized? (Check all that apply.)	Overall advisory committee, which includes representatives of all consumer groups (e.g., employers, educators, students, parents, community leaders, etc.)	63.2%
		Specialty advisory committees, which focus on a specific area of employment and include representatives of all consumer groups (e.g., employers, labor, teachers, parents, etc.)	31.6
		Specialty advisory committees, which focus on a specific area of employment and include only employer representatives	26.3
		Student advisory committees	0.0
		Parent advisory committees	0.0
		Other (please specify):	

CONSORTIUM	RESPONSE
8	Students and parents are not involved yet
15	Application - hand instruction

C1.4	If operational, how often do the committees meet?	Every 1 - 2 months	42.1%
		Every 3 - 6 months	21.1%
		Once a year	5.3%
		As Needed	15.8%
C1.5	How would you rate the effectiveness of your advisory infrastructure in terms of providing information for making decisions?	Not effective	5.3%
		Fairly effective	47.4
		Highly effective	26.3
		No Response	21.1
C1.6	Do you plan any changes in your advisory infrastructure?	Yes	47.4%
		No	31.6
		No Responses	21.1

C1.7 If "Yes," what changes do you plan to make:
Increase number of participants as more schools choose to deliver tech prep course/programs

CONSORTIUM	RESPONSE
3	More members -and- Joint Sub-committees -- Advisory and educator members
5	Bring minority representation
8	Increase number of participants as more schools choose to deliver Tech Prep coursework/programs.
11	Will "tighten-up" governance procedures
15	Incorporate local school districts & other major stakeholders
15	Create organizational linkages between consortium regions & sub- committees
18	Additional representative members of community/labor/education
19	Evolve into greater effectiveness -and- Work with more people
22	As programs are developed, parents and students will be added to the committee.
23	Need more labor & student representation

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C2. Consortium Data Base

C2.1	Has your consortium established a computerized database or non-computerized file in which is stored and from which is disseminated information for purposes of establishing, implementing, evaluating, and promoting your Tech Prep program? (This does not have to be a system just for Tech Prep. It may be an extension or addition to an existing database and should include the student data to which reference is made in H2.2.)	Yes No, but planned No, and no plans for such - (Go to C2.12)	20.8% 33.3 45.8
C2.2	If such a database is planned, but not yet operational, when will it become operational?	Within 1 month Within 3 months Within 6 months Within 1 year Don't know	66.7% 4.2 16.7 12.5 0.0
C2.3	Have you established a committee to oversee the design, construction, and management of the database?	Yes No, but plan to organize one No, no plans to organize one- (Go to C2.5) No Response	0.0% 16.7 33.3 50.0
C2.4	If you either have or plan to organize such a committee, what kinds of expertise do/will its members possess? (Check all that apply.)	Computer skills Database management skills Data collection skills Knowledge of labor market statistics Economic analysis skills Demographic analysis skills Knowledge of educational statistics Dissemination expertise	25.0% 25.0% 20.8% 12.5% 8.3% 8.3% 16.7% 20.8%
C2.5	How are/will the major expenses associated with establishing and maintaining such a database be born? (Check all that apply.)	Tech Prep grant funds School-to-Work (STWOA) funds Member in-kind contributions Member cash contributions/assessments Business/industry/labor in-kind contributions Business/industry/labor cash contributions Other:	37.5% 8.3% 33.3% 0.0% 4.2% 0.0% 4.2%

C2.6	What kinds of information does/will the database contain? (Check all that apply.)	Labor market projections	20.8%
		Pertinent socio-economic and demographic data	16.7%
		Educational information (e.g., individual student data, institutional student data, fiscal information, institutional needs, etc.)	45.8%
		Other (please specify):	12.5%

CONSORTIUM	RESPONSE
10	5-yr part graduation follow-up study
11	Consumer expectations
17	Curriculum

C2.7	What sources do/will you access for analyzing and interpreting the collected information? (Check all that apply.)	Consortium staff	37.5%
		Member institution staff	37.5%
		Business/industry/labor staff	25.0%
		Governmental agencies (Dept. of Development, Bureau of Employment Services, etc.)	12.5%
			4.2%
		Nearby university faculties	4.2%
		Local Cooperative Extension Service	4.2%
		Private consultants	8.3%
		Other (please specify):	33.3%

CONSORTIUM	RESPONSE
7	Don't know yet
17	high school & college faculty

C2.8	How do/will you present the data to decision makers? (Check all that apply.)	Oral presentations	37.5%
		Written reports	29.2%
		Oral presentations, supplemented with written documentation	16.7%
		Oral presentations accompanied by visual aids (e.g., charts, graphs, slides, etc.)	0.0%
		Video-tape, including consumer statements	8.3%
		Professionally-designed handouts (e.g., full-color brochures)	4.2%
		Other (please specify):	50.0%

CONSORTIUM	RESPONSE
7	Don't know yet

C2.9	Do/will you disseminate this information to the consortium's other consumers?	Yes	50.0%
		No	0.0

C2.10	Do/will you provide the information stored in the database to consortium members for use with their decision-makers (Boards of Education) and consumers (parents, employers, taxpayers, etc.)?	Yes No	45.8% 4.2
C2.11	Do/will you analyze the information stored in the database and assist your consortium members to prepare required state and local level plans and reports (e.g., Vocational Education Local Plan, STWOA proposal, etc.) as a service for your member institutions?	Yes No	41.7% 8.3
C2.12	How do you currently share information you receive (e.g., information from state level) with consortium members? (Check all that apply.)	No attempts to share information Reports during regular board meetings Copy materials and distribute Newsletters Informal methods Other (please specify):	0.0% 91.7% 100.0% 54.2% 50.0% 13.0%

CONSORTIUM	RESPONSE
6	phone calls
13	Memos/letters on specific topics
19	Any and all meetings

C2.13	How do you currently share information with other consortia?	No attempts to share information Monthly state-level meetings Formal regional networks Informal networking with selected peers State newsletters Electronic network Other (please specify):	0.0% 83.3% 4.2% 100.0% 4.2% 12.5% 8.3%

CONSORTIUM	RESPONSE
6	Sharing of newsletters from other consortia
16	Surveys

*C3. **Labor Market Information***

C3.1	Does your consortium currently collect and analyze labor market information?	Yes No (Go to C4)	70.8% 29.2

CONSORTIUM	RESPONSE
23	The consortium has not done this but I feel confident the colleges & school districts are doing it

C3.2	If "Yes," what is the geographic basis you currently use for collecting labor market information? (Check all that apply.)	Region composed of school districts served by member secondary information	70.6%
		Region composed of counties served by member secondary institutions	82.4%
		Region served by member community college(s)	76.5%
		Region served by member 4-year university(ies)	29.4%
		Standard Metropolitan Statistical Areas (SMSAs)	35.3%
		Region defined by student long-term migration patterns	11.8%
		Region defined by daily commuting patterns of workers residing in area	23.5%
		Regions defined by Bureau of Employment Service	58.8%
		Department of Education service regions	17.6%
		Regions defined by other governmental agencies	17.6%
		State	47.1%
		Nation	41.2%
C3.3	What kind of labor market information do you currently collect, store, and analyze? (Check all that apply.)	Current employment statistics	76.5%
		Projected employment trends	82.4%
		Current worker demographic profile (e.g., age, race, gender, etc.)	5.9%
		Current worker educational profile	17.6%
		Anticipated future worker demographic profile	41.2%
		Anticipated future worker educational profile	41.2%
		Critical skills needed for current employment	41.2%
		Critical skills needs for future employment	52.9%

C3.4	What sources do you currently use for your labor market information? (Check all that apply.)	Bureau of Employment Service	76.5%
		U.S. Department of Labor	70.6%
		U.S. Census Data	11.8%
		State governmental agencies (e.g., Departments of Development, Agriculture, etc.)	47.1%
		Ohio Data User's Center (Dept. of Dev.)	29.4%
		State Library of Ohio	5.9%
		No. Ohio Data & Information Center (Cleveland State Univ.)	0.0%
		OSU Library/Census Data Center	0.0%
		SW Ohio Regional Data Center (University of Cincinnati)	0.0%
		Business/industry databases	47.1%
		Chambers of Commerce	47.1%
		Local employer survey	70.6%

C4. Demographic and Socioeconomic Information

C4.1	Does your consortium currently collect and analyze demographic and socio-economic information?	Yes	33.3%
		No (Go to C5.)	66.7

C4.2	If "Yes," what is the geographic basis you currently use for collecting demographic and socio-economic information? (Check all that apply.)	Region composed of school districts served by member secondary institutions	87.5%
		Region composed of counties served by member secondary institutions	100.0%
		Region served by member community college(s)	62.5%
		Region served by member 4-year university(ies)	25.0%
		Standard Metropolitan Statistical Areas (SMSAs)	50.0%
		Regions defined by Bureau of Employment Service	62.5%
		Department of Education regions	12.5%
		Regions defined by other governmental agencies	25.0%
		State	37.5%
		Nation	37.5%

C4.3 What kind of demographic and socio-economic information do you currently collect, store, and analyze? (Check all that apply.)

Total population (current and projected)	62.5%
Population by Age (current and projected)	62.5%
Population by Race/Ethnic Origin (current and projected)	37.5%
Population by Gender (current and projected)	25.0%
Birth rates	25.0%
Family patterns	25.0%
Income levels (current and projected)	50.0%
Other (please specify):	12.5%

CONSORTIUM	RESPONSE
8	Appalachian factors

C4.4 What sources do you currently use for your demographic and socio-economic information? (Check all that apply.)

U.S. Census Data	62.5%
State governmental agencies (e.g., Departments of Development, Agriculture, Health, Social Services, etc.)	75.0%
Local departments of health and social services	37.5%
Ohio Data User's Center (Dept. of Dev.)	62.5%
State Library of Ohio	0.0%
No. Ohio Data & Information Center (Cleveland State Univ.)	0.0%
OSU Library/Census Data Center	0.0%
SW Ohio Regional Data Center (University of Cincinnati)	0.0%
Local Cooperative Extension Svc.	12.5%
Near-by university departments (e.g., sociology, rural sociology, geography, economics, etc.)	0.0%
Business/industry databases	25.0%
Chambers of Commerce	50.0%
State banking association and other trade associations	12.5%
Local community surveys	62.5%
Other (please specify):	25.0%

C5. Educational Information

C5.1 Does your consortium currently collect and analyze educational information from your member insututions?

Yes	50.0%
No (Go to C6.)	50.0

C5.2	If "Yes," what is the geographic basis you currently use for collecting educational information? (Check all that apply.)	Region composed of school districts served by member secondary institutions	100.0%
		Region composed of counties served by member secondary institutions	66.7%
		Region served by member community college(s)	66.7%
		Region served by member 4-year university(ies)	25.0%
		Standard Metropolitan Statistical Areas (SMSAs)	16.7%
		Regions defined by Bureau of Employment Service	8.3%
		Department of Education regions	33.3%
		Regions defined by other governmental agencies	
		State	8.3%
		Nation	8.3%
C5.3	What kind of educational information do you currently collect, store, and analyze? (Check all that apply.)	Total student enrollment (current and projected)	91.7%
		Student enrollment by age (current and projected)	58.3%
		Student enrollment by race/ethnic origin (current and projected)	41.7%
		Student enrollment by gender (current and projected)	33.3%
		Free and reduced school lunch statistics	16.7%
		Retention/dropout rates	58.3%
		Attendance data	41.7%
		Achievement data	41.7%
		Attitudinal information	0.0%
		Academic competencies	41.7%
		Vocational competencies	33.3%
		Employability competencies	25.0%
		Other (please specify):	8.3%

CONSORTIUM	RESPONSE
11	Professional Test Scores

C5.4	What sources do you currently use for your educational information? (Check all that apply.)	Individual student records	41.7%
		Individual school records	66.7%
		School district records	75.0%
		State Department of Education	58.3%
		Board of Regents	25.0%
		Near-by university education departments	16.7%
		Regional accrediting agencies	8.3%
		Other (please specify):	16.7%

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CONSORTIUM	RESPONSE
5	NCA
10	Lakeland C. C. records
11	Newsletters

C5.5	How do you identify the short-term and long-term educational needs of the populations served by your member institutions? (Check all that apply.)	Comparing student competencies with short- and long-term needs of the workplace	75.0%
		Opinion surveys of local employers	75.0%
		Regional/national opinion poll results	33.3%
		Entrance requirements of state 4-year universities	33.3%
		Entrance requirements of community college	58.3%
		National experts	16.7%
		National projections	41.7%
		State projections	33.3%
		National legislation (e.g., Perkins, STWOA, etc.)	50.0%
		State legislation	41.7%
		State policies (ODE/OBR)	58.3%
		Other (please specify):	0.0%

C6. Systemic Deficiencies

C6.1	Does your consortium have a procedure for assisting member institutions to project the deficiencies they may have as they attempt to meet the needs of their consumers?	Yes, a formal procedure is in place	0.0%
		Yes, but informal	33.3
		No (Go to C7.)	66.7
C6.2	Whether formal or informal, what kinds of deficiencies does the procedure project? (Check all that apply.)	Fiscal	62.5%
		Personnel	50.0%
		Facilities	87.5%
		Equipment	100.0%
		Supplies & materials (including software)	50.0%
		Other (please specify):	25.0%

CONSORTIUM	RESPONSE
2	Professional development
19	Professional development needs

C7. Educational Reform Initiatives and Resources

C7.1	Does your consortium monitor the extent to which your member educational institutions are implementing their own educational reform initiatives?	Yes, a formal procedure is in place	4.2%
		Yes, informally	45.8
		No (Go to C8.)	41.7

C7.2	Do any of your consortium's members have formal plans for educational reform?	Yes	57.1%
		No (Go to C8.)	14.3
		Don't know (Go to C8.)	21.4
C7.3	Have these plans been collected by the consortium and shared with all other members?	Yes	33.3%
		No	55.6
		No Response	11.1
C7.4	Which, if any, of the following statewide educational reform initiatives are currently being implemented through your member institutions? (Check all that apply.)	Goals 2000	55.6%
		ESEA Reauthorization	11.1%
		Postsecondary Enrollment Options	88.9%
		Teaching Leadership Consortium of Ohio	0.0%
		Elementary Mathematics Training	33.3%
		Project Discovery	88.9%
		School-To-Work	33.3%
		State Framework for Systemic Change in Science and Mathematics - Goal 4	22.2%
		Venture Capital	0.0%
		Ohio Model for Excellence in Mathematics	100.0%
		Buckeye Assessment Teams for Science	33.3%
		ODE/OBR Eisenhower Math and Science Program	11.1%
		Don't know (Go to C8.)	66.7%
		None (Go to C8.)	0.0%
C7.5	Which, if any, of the following statewide structures are currently being implemented in or used as a reform resource by your member institutions? (Check all that apply.)	Model Competency-Based Mathematics Program	40.9%
		Science Model Curriculum	36.4%
		Language Arts Model Curriculum	40.9%
		Social Studies Model Curriculum	27.3%
		Regional Professional Development Centers	45.5%
		Ohio Standards-(Pre-K-Secondary)	36.4%
		Teacher Education/Certification Revision	22.7%
		ECS/NSF/S-T-W State Teams	9.1%
		Don't know (Go to C8.)	0.0%
		None (Go to C8.)	0.0%

C7.6	Which, if any, of the following statewide educational reform initiatives is your Tech Prep initiative being coordinated with at either the consortium or local level? (Check all that apply.)	Goals 2000	8.3%
		ESEA Reauthorization	4.2%
		Postsecondary Enrollment Options	16.7%
		Teaching Leadership Consortium of Ohio	0.0%
		Elementary Mathematics Training	0.0%
		Project Discovery	25.0%
		School-To-Work	20.8%
		State Framework for Systemic Change in Science and Mathematics - Goal 4	12.5%
		Venture Capital	12.5%
		Ohio Model for Excellence in Mathematics	4.2%
		Buckeye Assessment Teams for Science	20.8%
		ODE/OBR Eisenhower Math and Science Program	8.3%
		Don't know (Go to C8.)	4.2%
		None (Go to C8.)	0.0%

C8. Other Reform/Restructuring Efforts

C8.1	Does your consortium monitor the extent to which systemic reform is taking place outside your member educational institutions?	Yes, a formal procedure is in place	0.0%
		Yes, informally	41.7
		No (Go to C9.)	45.8
C8.2	If "Yes," where are these systemic reform efforts taking place?	Local businesses	46.2%
		Local industries	53.8%
		Local labor unions	23.1%
		Local government agencies	30.8%
		Community service organizations	30.8%
		Educational institutions (other than consortium members)	46.2%
		Local churches	0.0%
		Local military installations	7.7%
		Other (please specify):	15.4%

CONSORTIUM	RESPONSE
12	Private edu. group
19	Local labor visions

C8.3	Has any effort been made to coordinate the consortium's systemic change initiative with any of these efforts?	Yes	53.8%
		No	38.5
		No Response	7.7

C9. Tech Prep Research and Development (R&D)

C9.1	Does your consortium make an organized effort to continually enlarge its members' concept and vision of Tech Prep?	Yes No (Go to C10.)	95.8% 4.2

C9.2	If "Yes," how does your consortium accomplish this goal? (Check all that apply.)	Collect, review, and share the latest research and information about Tech Prep	100.0%
		Collect, review, and share the latest research and information about other educational reforms	73.9%
		Collect, review, and share the latest research and information about systemic reform	65.2%
		Maintain a resource center containing such materials for members' use	52.2%
		Study and visit most successful state & national Tech Prep model programs	69.6%
		Secure input from persons who have built successful Tech Prep programs	91.3%
		Identify conceptual connections between Tech Prep and other systemic reform efforts already in place in the region	52.2%
		Other (please specify):	8.7%

CONSORTIUM	RESPONSE
1	Local, state, & national conferences
13	Take members to conferences

C10. Public Information and Marketing

C10.1	Has your consortium developed and implemented a marketing plan for Tech Prep?	Yes No (Go to C11.1)	41.7% 58.3
C10.2	If "Yes," is that plan available for review?	Yes No	90.0% 10.0

C10.3	Does your marketing plan address: (Check all that apply.)	Informing the community about Tech Prep	100.0%
		Recruiting students for Tech Prep programs	100.0%
		Recruiting community supporters/partners for Tech Prep	90.0%
		Other (please specify):	0.0%

C10.4 (H3_A) What methods have been used as part of a general consortium-wide marketing effort to promote interest in and acceptance of Tech Prep during the past 12 months? (Check all that apply.)

(H3_A1) Videotapes on Tech Prep	41.7%
(H3_A2) Press releases	58.3%
(H3_A3) Advertising (Print/TV/Radio)	29.2%
(H3_A4) Radio/TV announcements and appearances	29.2%
(H3_A5) Presentations at high schools and community colleges	66.7%
(H3_A6) Presentations for employers, employer groups, and other audiences	58.3%
(H3_A7) Logos/Logo design contests	8.3%
(H3_A8) Tech Prep products (e.g., Tee shirts, key rings, bumper stickers, etc.)	37.5%
(H3_A9) Career day/trade shows	33.3%
(H3_A10) Brochures/newsletters	70.8%
(H3_A11) Other (please specify):	0.0%

C10.5 (H3_B) How effective have each of these methods proven to be in achieving the goals of your marketing plan?

Method	Not	Some-what	Very
(H3_B1) Videotapes on Tech Prep	0.0%	25.0	16.7
(H3_B2) Press releases	0.0%	50.0	8.3
(H3_B3) Advertising (Print/TV/Radio)	12.5%	12.5	8.3
(H3_B4) Radio/TV announcements and appearances	0.0%	20.8	4.2
(H3_B5) Presentations at high schools & community colleges	0.0%	33.3	33.3
(H3_B6) Presentations for employers, employer groups, and other audiences	0.0%	37.5	20.8
(H3_B7) Logos/Logo design contests	0.0%	8.3	0.0
(H3_B8) Tech Prep products (e.g., Tee shirts, key rings, bumper stickers, etc.)	4.2%	25.0	8.3
(H3_B9) Career day/trade shows	0.0%	29.2	4.2
(H3_B10) Brochures/newsletters	8.3%	29.2	29.2

C10.6 Has your consortium or its members made use of some or all of the components of the Tech Prep Marketing Plan provided to you by the state?

Yes	100.0%
No (Go to C11.)	0.0

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C10.7 How effective were each of the following components of the State Tech Prep Marketing Plan in achieving the goals of your marketing plan?

Method	Not	Some-what	Very
Videotapes focusing on parents	0.0%	50.0	40.0
Videotapes focusing on students	10.0%	50.0	40.0
Press releases	30.0%	40.0	20.0
Advertising (Print/TV/Radio)	30.0%	40.0	10.0
Folders	10.0%	40.0	50.0
Postcards	30.0%	30.0	10.0
Slides	20.0%	20.0	40.0
Brochure (State & Federal Guidelines)	10.0%	30.0	40.0
Brochure (16 page descriptive)	10.0%	30.0	20.0
Tech Prep products	40.0%	20.0	30.0
Other (please specify):	10.0%	10.0	0.0

CONSORTIUM	RESPONSE
3	Student brochure
5	Public Speaking and "Discover Tech Prep Day"
10	Student Brochure

C11. Public Information and Marketing Committee

C11.1	Does your consortium have a public information and marketing committee?	Yes	41.7%
		No	16.7
		No, but plan to organize one	41.7
C11.2	If "Yes," what types of expertise is found on the public information and marketing committee? (Check all that apply.)	Member educational institution public information officers	100.0%
		Business/industry/labor public information officers	50.0%
		Media representatives	20.0%
		Marketing experts	60.0%
		Other (please specify):	0.0%
C11.3	What has been the level of interest and involvement of your local media in Tech Prep?	High	20.8%
		Moderate	58.3
		None	16.7
		No response	4.2

C11.4 Please identify what, if any, plans you have for increasing their interest and involvement?

CONSORTIUM	RESPONSE
2	Continued networking -and- interaction & industry personnel
5	The local newspapers in Marion and other counties have been very cooperative in printing news releases, and feature articles from time to time. The Consortium's plan is to put a full-page "info-ad" about Tech Prep in the newspaper (Fall 1995), possibly true!
7	Marketing Committee is addressing this as part of their marketing plan.
8	Calling press conferences when new developments occur
	Arranging for pictures of Business/Industry donations & other involvement
9	Although an occasional article has appeared in local papers, consistent efforts to market Tech Prep have not been made. A formal strategic marketing plan is needed.
10	No plans
11	No plans
12	Increased emphasis on marketing to occur fall of 1995, per our steering committee.
13	Inform of Tech Prep upon implementation
	Inform of Tech Prep opportunities
14	Don't know yet
15	Plan to hire marketing consultant or staff position to develop marketing plan & help facilitate the process.
19	Preparing a "Press Kit"
21	Special Interest Stories -and- Advertising - next year
22	Purchase of radio and TV time slots
22	Informing them of ongoing activities
22	Use of PSAs
23	Identify & promote successful Tech Prep programs
24	Feeding local media information on Tech Prep

D. Design and Development Dimension - Portrays the degree to which new and creative options for students are developed, which do not focus on linking current secondary and higher education curricula, but rather on achieving systemic change.

D1. Determining the Focus of the Tech Prep Curriculum

D1.1	Has the labor market information described in Dimension C3. been reviewed and analyzed and have individual occupation(s) or cluster(s) of occupations recommended for the training of "technicians"?	Yes	95.8%
		No	0.0
		Don't know	4.2

D1.2	Who conducted this review and analysis and made these recommendations? (Check all that apply.)	Consortium labor market committee	12.5%
		Consortium staff	70.8%
		Consortium staff with input from:	
		Labor market committee	12.5%
		Member institution staff/analysts	41.7%
		Business/industry/labor staff/analysts	41.7%
		Experts/analysts from selected governmental agencies (Dept. of Dev., Bureau of Employment Services, etc.)	33.3%
		University faculties	16.7%
		Local cooperative extension service offices	0.0%
		Private consultants	8.3%
		Other (please specify):	29.2%

CONSORTIUM	RESPONSE
6	By-laws to be voted upon soon will establish a marketing committee.
2	Survey
13	Community college Dept. of Institutional Research
15	Steering Committee
16	Cathy Scruggs
17	Planning Committee
18	Members of Consortium

D1.3	What, if any, information other than labor market data, was considered in recommending the individual occupation or cluster of occupations? (Check all that apply.)	No other information considered	8.3%
		Demographic and socio-economic information	33.3%
		Educational information	29.2%
		Consumer expectations	12.5%
		Current curricula offerings of member institutions	79.2%
		Systemic deficiencies of member institutions	20.8%
		Educational reform initiatives and resources	12.5%
		Restructuring efforts outside education	12.5%
		Tech Prep research and development (R & D)	20.8%

D1.4 Was/were individual occupation or cluster of occupations chosen for recommending to the governing board as a focus of the consortium's Tech Prep program?

CONSORTIUM RESPONSE

1	Engineering technologies; business technologies; health technologies
2	Industrial Engineering Technology Automotive Technology Computer Support Services Electronic Engineering Technology Physical Therapy Assisting Occupational Therapy Assisting Radiological Technology Certified Medical Assisting
3	Electric Technician Electric Maintenance Technology Manufacturing Engineering Technology Tool & Die Technology Health Technologies
4	Automotive Technology Electronics/Electrical Engineering Computer Operations Health Career Occupations Manufacturing Technologies Business Technologies Graphic Arts
5	Please see the attached marked: Exhibit 'A'
6	Electronics/Instrumentation Business Word Processing Business Accounting Manufacturing Health Occupations Nursing & Health Occupations Medical History
7	Businesses & Health & Engineering
8	Manufacturing Engineering Technician
9	Computer Technology: Computer Software Specialist & Computer Hardware Specialist & Database Specialist & Computer Communications/Network Specialist Engineering Technology: Electronics & Electromechanical Technician & Mechanical Technician
10	Manufacturing & Electronics & Computer Information System & Allied Health
11	Business Technologies & Engineering Technologies & Health Services
12	Business Computer Technologies Automotive Engineering Health Technologies Cluster Business/Medical Technologies Cluster
13	Manufacturing & Electronics & Computer Tech & Business Tech
14	Manufacturing Technology
15	Manufacturing/Engineering technology cluster; Industrial Technician & Electro-mechanical /Maintenance technitenance & Engineering design Health Technology cluster16
16	Manufacturing Engineering

CONSORTIUM RESPONSE

17	Manufacturing engineering technology (engineering) & network communications technology (business)
18	Machine Trades/Tool & Die & CADD/Mechanical Engineering & Automotive Technology
19	Industry Technician (CAD, Quality Control, General Electrical & much Maint)
20	Business cluster & Health cluster & Engineering Tech cluster
21	Nursery Technician & Greenhouse Technician & Floral Design/Manager & Tree Care Maintenance Technician & Golf Course Superintendent & Landscape Designer/Manager & Lawn Care Specialist
22	Engineering & Health & Information Systems
23	Engineering Technologies & Health Technologies & Business Technologies
24	Engineering cluster & Mechanical Tech & Electrical Tech & Industrial Tech

D1.5	Who assisted in preparing the "technician" definitions?	Consortium labor market committee	12.5%
		Member institution staff	70.8%
		Business/industry/labor staff	62.5%
		Experts from selected governmental agencies (Dept. of Development, Bureau of Employment Services, etc.)	25.0%
		State curriculum consultant	66.7%
		Other (please specify):	8.3%

CONSORTIUM RESPONSE

10	DACUM Connectors
19	Local brochures

D1.6	Have these definitions been recommended to and approved by the consortium's governing board?	Yes	75.0%
D1.7	If "Yes," were the recommendations made to and approved by:	The full governing board	77.8%
		A sub-committee of the board	16.7%
		The board's executive committee	22.2%
		The board chair	5.6%
		No formal recommendation was ever made to the board	0.0%
		Don't know	5.6%
D1.8	How did the approving body respond to the recommendations?	Accepted with little or no discussion	66.7%
		Accepted after vigorous discussion	22.2%
		Significant questions raised, but recommendation approved by a majority vote	11.1%
		Sent the recommendation back to staff, with request for more information	5.6%
		Don't know	0.0%

D2. Competency Identification

D2.1 Please list each occupation(s) or occupational cluster(s) for which your consortium has developed competency lists.

CONSORTIUM	RESPONSE
1	Mechanical Engineering Technology -and- Electronics Engineering Technology -and- Information Engineering Technology -and- Business Technologies (in progress)
2	Industrial Engineering Technology -and- Automotive Technology -and- Electronics Engineering Technology -and- Computer Support Services Technology -and- Allied Health Technologies: OTA, PTA, RAD, MAT
3	Electrical Maintenance Technology -and- Electronics Engineering Technology -and- Manufacturing Engineering Technology -and- Tool and Die Engineering Technology -and- Health Technologies
4	Dental Assisting; Hygiene; Lab Tech -and- Automotive Technician -and- Computer Occupations -and- Electronics Technician
5	Engineering Technologies} completed
5	Health Technologies} 50% work is completed
5	Business and computer Technologies (based on DACUM & OCAPS) currently being reviewed based on TCP outcomes.
6	Health Technologies: Registered nurse -and- Medical Lab Technician
6	Business Technologies: Computer Programming Specialist -and- Information Processing Specialist
6	Instrumental Electronic: Electrical Engineering Technician -and- Instrumentation Control Technician -and- Instrumental/Electrical Technician
7	Business Technologies -and- Health Technologies -and- Engineering Technologies
8	Manufacturing Engineering Technician
9	Computer Technology -and- Engineering Technology
10	Manufacturing -and- Electronics -and- Computer Inf. Systems -and- Allied Health
11	Engineering Technology -and- Business Technology
12	Engineering Technologies -and- Health Technologies -and- Business Computer Technologies -and- Automotive Engineering Technologies
13	Manufacturing -and- Electronics -and- Business Tech (in progress) -and- Computer Tech (in progress)
14	Manufacturing Technology
15	Completed part I to the Tech Prep Competency Profile for three occupations within the manufacturing / engineering technology cluster: electro-mechanical / maintenance technician -and- industrial technician -and- engineering design technician
16	Electrical Technician -and- Electronic Technician -and- Mechanical Technician -and- Multi Crafting Technician
17	Manufacturing engineering technology -and- network communications technology
18	Machine/Tool and Die -and- CADD/Mechanical Engineering -and- Automotive Technician
19	Ind. Technology (CAD, etc.)
20	Engineering Tech Cluster -and- Health Cluster (in process) Superintendent -and- Landscape Design Manager -and- Lawn Care Specialist

CONSORTIUM	RESPONSE
21	Nursery Technologies -and- Greenhouse Technician -and- Floral Design/Manager -and- Tree Care Maintenance Technician -and- Golf Course
22	Medical Laboratory Technician -and- Paramedic
23	Electronic Technician -and- ElectroMechanical Technician -and- Mechanical Technician -and- CADD Technician -and- CAM Technician
24	Engineering Technician Cluster: Industrial -and- Mechanical -and- Electrical

D2.2 How many competency lists have you developed through each of the following processes? (The total number of competency lists should equal the number of entries in D2.1 above.)

	Mean
TCP	3.3
DACUM	0.4
Other	0.3

D2.3 TCP Process (If you developed more than one competency list through the TCP process, please duplicate this section [questions D2.3.1 - D2.3.12], complete, and attach a set for each list.)

CONSORTIUM	COMPETENCY LIST DEVELOPED
2	Computer Support Services Technology
6	Health Technologies
9	Computer Technology
11	Business Technologies
12	Health Technologies
13	Electronics Tech
17	Manufacturing Engineering Technology
20	Electronics Engrg.
22	Engineering
2	Automotive Technology
3	Electrical Maintenance Technology
5	(Two TCP based competencies booklets are prepared for you to review on)
6	Instrumentational/ Electronic Technologies
7	Health Technologies
8	Manufacturing Engineering Technology
9	Engineering Technology
10	Allied Health
11	Eng. Tech.
12	Engineering Technologies
13	See Attached
14	Manufacturing Technology
17	Network Communications Technology
19	Ind. Tech.
20	Manufacturing Engineering Tech.
21	Horticulture
22	Health

D2.3.1 How many of each of the following types of business, industry, and labor representatives comprised the group convened to identify the occupational, academic, and employability competencies needed for the technician-level positions?

	Mean	# Responses
CEOs	0.3	42
Supervisors/ Managers	3.9	37
Technicians	7.7	37
Labor reps	0.3	38
Other (please specify):	1.7	42

CONSORTIUM	RESPONSE
4	Dentists
5	Teachers, counselors, curr. specialists & college faculty
7	Retired

D2.3.2 What type of contact did you have with these persons prior to their participating in the TCP process?

Letter only	0.0%
Telephone only	0.0
Letter and telephone	76.7
Orientation meeting	11.6
No Response	11.6

D2.3.3 How drastically did these business/industry/labor representatives alter the draft competency list to reflect the needs in the consortium's labor market area?

Made significant modifications	60.5%
Made very few modifications	34.9
Accepted the list as presented	0.0
Don't know or don't remember	0.0

			Mean	# Responses
D2.3.4	How many of each of the following types of academic and vocational-technical faculty members comprised the group convened to assign grade and mastery levels to each competency on the list developed above	Secondary math teachers	3.7	43
		Postsecondary math teachers	1.0	43
		Secondary communications teachers	2.9	43
		Postsecondary communications teachers	1.0	43
		Secondary science teachers	3.1	43
		Postsecondary science teachers	0.8	43
		Secondary vocational teachers in occupation or cluster chosen	5.2	43
		Postsecondary technical teachers in occupation or cluster chosen	4.0	43
		Other (please specify):	1.3	43

CONSORTIUM	RESPONSE
3	JVS Supervisor -and- Dean
5	Plus core curr. comm. members
8	Postsecondary Developmental Education - 1
9	Bus. Ed. Teacher, Guidance Counselor
11	Administrators (3), Guidance (2)
16	Counselors
17	Admin.
19	Counselors
21	Guidance Counselors
22	Secondary Vocational Supervisors
23	Technology Ints., Deans, Career Ed. Coordinators
24	Agricultural Mechanics

D2.3.5	How difficult did these faculty members find it to reach consensus on what comprised "mastery" of each of the competencies on the list presented them?	Very difficult	9.3%
		Some difficulty	69.8
		Little or no difficulty	9.3
		Don't know or don't remember	2.3

D2.3.6	Which of the following obstacles to delivering the competencies did these faculty members identify? (Check all that apply.)	Wording of the competency	72.1%
		Equipment	76.7%
		Scheduling	46.5%
		Attitude & lack of commitment of teachers	18.6%
		Attitude & lack of commitment of administrators	18.6%
		Staff development	48.8%
		Other (please specify):	4.7%

CONSORTIUM	RESPONSE
8	Public perception of the school involved

D2.3.7	How many of the business, industry, and labor representatives and faculty members who participated in Parts I and II of the TCP process did NOT participate in Part III?	All participated	30.2%
		Three or fewer	32.6
		Three to five	11.6
		Five or more	14.0

D2.3.8	If some did not participate in this step, what was their reason? (Check all that apply.)	Schedule did not permit	55.8%
		Lack of time	16.3
		Lack of interest	2.3
		Felt that they had not made a contribution	7.0
		Did not understand the process	0.0
		Other (please specify):	0.0

CONSORTIUM RESPONSE

8	Academic faculty/teachers did not feel too involved

D2.3.9	Does the consortium maintain any type of on-going relationship with the participants in this TCP process?	Yes, group meets regularly	14.0%
		Yes, group meets, upon request	27.9
		Yes, informal communications with individuals	58.1
		No	16.3

D2.3.10	What types of persons comprise the teams that continue to meet?	Most of original members	20.9%
		Mixture of educators and business/ industry/labor	48.8
		Secondary and postsecondary educators	30.2
		Secondary educators only	0.0
		Postsecondary educators only	4.7

D2.3.11	Who was responsible for the "leveling of all the competency builders," thereby completing the Accountability Chart?	Consortium staff	16.3%
		Curriculum committee	18.6
		Ad hoc committee of secondary and post-secondary faculty	58.1
		Other (please specify):	11.6

CONSORTIUM RESPONSE

5	Core Committee
8	This has not been done
9	Not yet completed
23	This has not been done as yet

D2.3.12	Who was responsible for extrapolating the competencies into the Competency Documentation Sheets?	Consortium staff	27.9%
		Curriculum committee	14.0
		Ad hoc committee of secondary and post-secondary faculty	58.1
		Other (please specify):	7.0

CONSORTIUM	RESPONSE
8	This has not been done
9	Not yet completed

D2.4 DACUM Process (If you developed more than one competency list through the DACUM process, please duplicate this section [questions D2.4.1 - D2.4.11], complete, and attach a set for each list.)

CONSORTIUM	COMPETENCY LIST
2	Electronics Engineering Technology
10	Manufacturing
10	Electronics

D2.4.1 Was the DACUM panel composed of only business, industry, and labor representatives?

Yes	83.3%
No	16.7
	#

D2.4.2 How many of each of the following types of business, industry, and labor representatives comprised the group convened to identify the occupational, academic, and employability competencies needed for the technician-level positions?

	Mean	Resp.
CEOs	0.0	6
Mgr/Supervsr	3.5	6
Technen.	5.0	6
Labor reps.	0.5	6
Other	0.3	6

CONSORTIUM	RESPONSE
5	Expediter and administrator

D2.4.3 Were any teachers on the panel?

Yes	66.7%
No (Go to D2.4.8)	33.3
Don't know	0.0

			Mean	# Resp.
D2.4.4	If "Yes," how many of each of the following types of academic and vocational-technical faculty members were involved in any phase of the DACUM process?	Secondary math teachers	2.5	4
		Postsecondary math teachers	2.0	4
		Secondary communications teachers	2.3	4
		Postsecondary communications teachers	1.5	4
		Secondary science teachers	2.5	4
		Postsecondary science teachers	1.3	4
		Secondary vocational teachers in occupation or cluster chosen	2.8	4
		Postsecondary technical teachers in occupation or cluster chosen	1.8	4
		Other (please specify):	4.5	4

CONSORTIUM	RESPONSE
10	3 Sec. counselors & 3 Part-sec. counselors

D2.4.5	Which of the following obstacles to delivering the competencies did these faculty members identify? (Check all that apply.)	Wording of the competency	75.0%
		Equipment	100.0%
		Scheduling	100.0%
		Attitude & lack of commitment of teachers	25.0%
		Attitude & lack of commitment of administrators	75.0%
		Staff development	25.0%
		Other	25.0%

D2.4.6	Did the business, industry, and labor representatives meet face-to-face with secondary and postsecondary faculty to address any part of the competency development process?	Yes	25.0%
		No	75.0
		Don't know	0.0

D2.4.7 If "Yes," please describe at what point and for what purpose such meetings occurred.

CONSORTIUM	RESPONSE
18	At various times to review and update information

D2.4.8	Does the consortium maintain any type of on-going relationship with the participants in this DACUM process?	Yes, group meets regularly	16.7%
		Yes, group meets, upon request	83.3
		Yes, informal communications with individuals	50.0
		No	0.0

D2.4.9	What types of persons comprise the teams that continue to meet?	Most of original members	33.3%
		Mixture of educators and business/ industry/labor	33.3%
		Secondary and postsecondary educators	83.3%
		Secondary educators only	0.0%
		Postsecondary educators only	0.0%
D2.4.10	Who is/was responsible for determining when each competency/competency builder will be taught?	Consortium staff	33.3%
		Curriculum committee	33.3%
		Ad hoc committee of secondary and post-secondary faculty	83.3%
		Other (please specify):	0.0%
D2.4.11	Who is/was responsible for extrapolating the competencies into the Competency Documentation Sheets?	Consortium staff	33.3%
		Curriculum committee	33.3%
		Ad hoc committee of secondary and post-secondary faculty	83.3%
		Other	0.0%

D2.5 Other Process (If you developed more than one competency list through a process other than TCP or DACUM, please duplicate this section [questions D2.5.1 - D2.5.9], complete, and attach a set for each list.)

CONSORTIUM	COMPETENCY LIST
1	See list at D2.1 - all were/are the same
2	Industrial Engineering Technology

D2.5.1 Please name and describe the process your consortium used to identify the competencies needed for the technician-level positions.

CONSORTIUM	RESPONSE
1	Identify college content viable for secondary instruction Negotiate content with faculty at both levels Develop advanced skills component Conduct series of meetings with B/I/L representative & educators to review/revise/level competencies
2	Industry representatives, secondary and postsecondary representatives all met together to design an entirely new program and delivery framework. Then the group developed the competency list

			Mean	# Resp.
D2.5.2	How many of each of the following types of business, industry, and labor representatives comprised the group convened to identify the occupational, academic, and employability competencies?	CEOs	7.0	1
		Mgr/Suprvsr	7.0	1
		Technicians	7.0	1
		Labor reps.	7.0	1
		Other	7.0	1

D2.5.3 How many of each of the following types of academic and vocational-technical faculty members were involved in the process?

	Mean	# Resp.
Secondary math teachers	7.0	1
Postsecondary math teachers	7.0	1
Secondary communications teachers	7.0	1
Postsecondary communications teachers	7.0	1
Secondary science teachers	7.0	1
Postsecondary science teachers	7.0	1
Secondary vocational teachers in occupation or cluster chosen	7.0	1
Postsecondary technical teachers in occupation or cluster chosen	7.0	1
Other	7.0	1

D2.5.4 Did the business, industry, and labor representatives meet face-to-face with secondary and postsecondary faculty to address any part of the competency development process?

Yes	100.0%
No	0.0
Don't know	0.0

D2.5.5 If "Yes," please describe at what point and for what purpose such meetings occurred?

CONSORTIUM	RESPONSE
1	Varied. Info not available.
2	All competencies were developed together

D2.5.6 Does the consortium maintain any type of on-going relationship with the participants in this process?

Yes, group meets regularly	0.0%
Yes, group meets, upon request	100.0%
Yes, informal communications with individuals	100.0%
No	100.0%

D2.5.7 What types of persons comprise the teams that continue to meet?

Most of original members	0.0%
Mixture of educators and business/ industry/labor	100.0
Secondary and postsecondary educators	0.0
Secondary educators only	0.0
Postsecondary educators only	0.0

D2.5.8 Who is/was responsible for determining when each competency/competency builder will be taught?

Consortium staff	0.0%
Curriculum committee	0.0
Ad hoc committee of secondary and post-secondary faculty	100.0
Other :	0.0

D2.5.9 Who is/was responsible for extrapolating the competencies into the Competency Documentation Sheets?

Consortium staff	0.0%
Curriculum committee	0.0
Ad hoc committee of secondary and post-secondary faculty	100.0
Other :	0.0

D3. Building Curriculum Pathways

D3.1	Has your consortium constructed a "Curriculum Pathway" (including both secondary and postsecondary levels) for each individual occupation or cluster of occupations chosen?	Yes	54.2%
		No	41.7
		Don't know	0.0
		No Response	4.2
D3.2	If "Yes," are copies of your "Curriculum Pathways" available for review?	Yes	54.2%
		No	4.2
		Don't know	0.0
		No Response	41.7

D3.3	(E7) Has an approach to certifying skills attained by Tech Prep students been adopted by all consortium members? (NOTE: This refers to a process for assessing particular skills and recording the attainment of these skills on a certificate that can be used as evidence of qualifications for potential employers.)	No	75.0%
		Yes, developed locally	0.0
		Yes, developed at the state level	4.2
		Yes, combination of local and state	20.8
D3.4	(E7_A) Under the adopted approach to certification, when are skill certificates awarded? (If awarded at both high school and postsecondary completion, check both.)	As skills are attained	16.7%
		Upon graduation from high school	100.0%
		Upon completion of postsecondary program	66.7%
		Other (please specify):	16.7%

D3.5 (E7_B) Please indicate which features are included in the skill certificate or the certification process for Tech Prep students. (Check all that apply.)

a. Outcomes:	
Title of occupation for which student has been prepared	83.3%
Completion of an occupational program	66.7%
Time spent in program (semesters, hours, etc.)	33.3%
Occupationally relevant technical skills mastered by student	100.0%
Occupationally relevant academic skills mastered by student	83.3%
Rating/assessment of skills or competencies (e.g., high, average, low)	33.3%
b. Approval process:	
Signature/sign-off of student's school	100.0%
Signature/sign-off of student's school district	50.0%
Signature/sign-off of student's area or regional vocational center	66.7%
Signature/sign-off of state Department of Education or Department of Development	16.7%
Signature/sign-off of employer involved with student in worksite activity (if any)	16.7%

D3.6	(E8) Have <u>any</u> of the local school districts or individual high schools in your consortium developed and implemented their own skill certificates or a skill certification process for Tech Prep students?	Yes	4.2%
		No	0.0
		Don't know	66.7
		No Response	29.2

D4. Curricula Coordination and Integration

D4.1	Do your consortium's Curriculum Pathways present the study of mathematics, science, communications, technology, and specific technical skills in a coordinated, step-by-step curricula progression?	Yes	50.0%
		Yes, but additional modifications are planned	16.7
		No, but modifications are planned	12.5
		No, and no modifications are planned	0.0
		No Response	20.8
D4.2	If "Yes," did/does this require revising and re-arranging courses at the secondary and post-secondary levels?	No changes required	0.0%
		At both levels	54.2
		At the secondary level only	4.2
		At the postsecondary level only	4.2
		No Response	37.5
D4.3	In what courses are instructional methodologies being changed? (Check all that apply.)	No changes being made	0.0%
		Secondary mathematics	75.0%
		Secondary science	70.8%
		Secondary communications	50.0%
		Postsecondary mathematics	37.5%
		Postsecondary science	29.2%
		Postsecondary communications	37.5%
		Secondary vocational instruction	54.2%
		Postsecondary technical instruction (Please specify areas:	25.0%

CONSORTIUM	RESPONSE
1	All programs
3	Electronics, Electrical Maintenance, Manufacturing, Tool & Die, Health Technologies
3	New: Tool & Die, Electrical Maintenance/Manufacturing Engineering Tech
5	Project based or hands-on mode in all classes
	The Tech Prep occupational class: Engineering & Business/Computer Technologies
7	business, health, engineering
8	Drawing, electronics, machining
10	All 4 areas named earlier

D4.4	What kind of changes are being made in instructional methodologies in these courses? (Check all that apply.)	No changes being made	0.0%
		Academic courses becoming more "hands-on" and experiential	70.8%
		Academic courses becoming more context-specific	58.3%
		Vocational courses including more concepts and theory	33.3%
		Technical courses including more concepts and theory	20.8%
		Other:	12.5%

CONSORTIUM	RESPONSE
5	Classes are supplemented by guest teachers from Business/Industry, and Internship program and business tours.
8	Technical courses including more hands-on projects
12	Interdisciplinary

D4.5	What, if any, kinds of integration of academic and vocational-technical instruction is taking place in your consortium? (Check all that apply.)	No integration is taking place	16.7%
		Math is being integrated with vocational instruction at the secondary level	45.8%
		Math is being integrated with technical instruction at the postsecondary level	16.7%
		Communications is being integrated with vocational instruction at the secondary level	54.2%
		Communications is being integrated with technical instruction at the post-secondary level	20.8%
		Science is being integrated with vocational instruction at the secondary level	50.0%
		Science is being integrated with technical instruction at the postsecondary level	12.5%
D4.6	If integration is taking place, what form is it taking? (Check all that apply.)	Team teaching	41.7%
		Common planning	41.7%
		Scheduling of academic and vocational - technical instruction to facilitate reinforcement of concepts taught	45.8%
		Exchange teaching, with academic and vocational-technical teachers teaching each other's classes	20.8%
		Academic teachers integrating vocational-technical concept and practices into their courses	58.3%
		Vocational-technical teachers integrating academic concepts and practices into their courses	20.8%
		Applied Academic courses	25.0%

D4.7 (F1) In the last 24 months, have any of the secondary or postsecondary schools in your consortia implemented any new or substantially revised academic courses - developed either locally or at the state-level - to emphasize contextual or applied learning?

Yes	62.5%
No	37.5
Don't know	0.0

D4.8 (F1_ABC) If "Yes," please indicate below the subject areas in which these changes have been made and the number of secondary and postsecondary schools that are currently using these courses.

Subject Area (A)	Yes, changes made	Mean Secondary Schools (B)	Mean Postsecondary Schools (C)
Biology	20.0%	4.0	0.0
Chemistry	13.3%	5.0	0.0
Mathematics	100%	5.7	0.3
Physics	40.0%	2.7	0.2
English	60.0%	3.0	0.4
Other Language Arts	20.0%	4.3	0.0
Economics	0.0%	0.0	0.0
History	6.7%	1.0	0.0
Other (specify):	13.3%	0.3	0.0
Other (specify):	6.3%	0.2	0.0

D4.9 (F2) Are any of the secondary or postsecondary schools in your consortium currently using commercially available "applied academic" curricula (e.g., Applied Economics from Junior Achievement or Principles of Technology from CORD)?

Yes	50.0%
No	50.0
Don't know	0.0

D4.10 (F2_ABC) Please indicate if any secondary or postsecondary schools in your consortium are using any of commercially available "applied academic" curricula listed below and, if so, how many schools are involved.

Applied Academic Curricula (A)	Yes	Mean Secondary Schools (B)	Mean Postsecondary Schools (C)
Applied Biology/Chemistry	8.3%	1.0	0.0
Applied Communications	25.0%	1.7	0.3
Applied Economics	16.7%	2.0	0.0
Applied Mathematics	50.0%	3.3	0.0
Chemistry in the Community	0.0%	0.0	0.0
Principles of Technology	75.0%	1.7	0.0
Other (please specify):	0.0%	0.0	0.0

D4.11 (F3) In the last 24 months, have any of the secondary or postsecondary schools in your consortium developed or implemented any new occupational/ technical courses or substantially revised any existing ones to emphasize new instructional methods (e.g., competency based learning) or instruction in advanced skills?

Yes	33.3%
No	66.7
Don't know	0.0

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D4.12 (F3_ABCDE) Please indicate below the occupational areas in which such new or revised courses have been implemented in the last 24 months, the types of revisions made, and the level (secondary, postsecondary) at which the courses have been implemented. (Check all that apply.)

Occup. Area (A)	Yes	New Instruct. Methods (B)	More Adv. Skills (C)	Sec. (D)	P.S. (E)
Agriculture	12.5%	12.5%	12.5%	12.5%	0.0%
Business/Office/Marketing	12.5%	12.5%	12.5%	12.5%	0.0%
Engineering/Technology	87.5%	87.5%	50.0%	62.5%	25.0%
Health/Human Services	25.0%	25.0%	12.5%	0.0%	12.5%
Mechanical/Industrial or Practical Arts/Trade	12.5%	12.5%	0.0%	12.5%	0.0%
Arts/Humanities*	0.0%	0.0%	0.0%	0.0%	0.0%
Other (specify): --	0.0%	0.0%	0.0%	0.0%	0.0%

D5. Articulation

D5.1 (F4) Before your Tech Prep consortium was established, had any articulation agreements been signed between secondary and postsecondary institutions or programs (including apprenticeship programs) that are now in the consortium? Yes 75.0%

D5.2 (F5) In the last 24 months, have any new articulation agreements been signed between the secondary and postsecondary institutions or programs in your consortium? Yes 33.3%

D5.3 (F6) Regardless of when the agreements were signed, how many postsecondary institutions or programs in your consortium (including apprenticeship programs) have signed:

a. one or more general articulation agreements (involves only general principle of cooperation or general concept of credit transfer) with secondary schools or school districts in your consortium

b. one or more specific articulation agreements (may include general principles of cooperation, but always focuses on specific occupational specialties, programs, or courses) with secondary schools or school districts in your consortium?

Type of Agreement		Number of Postsecondary Institutions
(F6_A) General articulation agreements	(Mean)	0.9
(F6_B) Specific articulation agreements	(Mean)	1.5

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D5.4 (F7) How many postsecondary institutions or programs in your consortium have signed any articulation agreements providing for each of the following? (Check all that apply.)

	Mean
(F7_1) Identification of secondary courses or competencies for which postsecondary credits will be granted towards a certificate or degree, or that will allow students to skip prerequisite or introductory courses at the postsecondary level	1.0
(F7_2) Changing the content or competencies covered in postsecondary courses that are part of an occupational sequence to eliminate gaps or duplication	0.4
(F7_3) Defining/changing the content or competencies covered in secondary courses that are part of an occupational sequence	0.5
(F7_4) Granting of advanced standing in apprenticeship programs based on secondary school program completion	0.1
(F7_5) Providing for joint or exchange teaching involving secondary and postsecondary instructors	0.2
(F7_6) Working with secondary partners to identify a sequence of required and elective courses or competencies at secondary and postsecondary levels to create a 4-year program of study	0.8
(F7_7) Assuring/guaranteeing postsecondary spaces for graduates of secondary Tech Prep programs	

D5.5	(F7_A) Are any of these postsecondary partners in articulation agreements part of registered apprenticeship programs?	Yes	0.0%

			Mean
D5.6	(F7_B) If "Yes," indicate below the total number of such articulated apprenticeship programs and the number which provide for entry to the apprentice position at each point listed.	Total number of articulated apprenticeship programs	0.0
	Number of such programs where entry to apprenticeship position is:	At high school completion	0.0
		During postsecondary school/college program	0.0
		At completion of postsecondary school/college program	0.0

D5.7 (F8) Please list below the names of the occupational specialties at the postsecondary level for which specific articulation agreements have been signed in your consortium, and identify the broad occupational area into which each specialty falls by checking the appropriate occupational area.

Occupational Specialty	Occupational Area	
Specific information not provided by Mathematica.	Agriculture	8.3%
	Bus./Off./Mkt.	54.2%
	Eng./Tech.	25.0%
	Health/Human Ser.	20.8%
	Mech./Ind./Prac. Art/Trade	12.5%
	Arts/Humanities	0.0%

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D5.8	Are any of your consortium's programs articulated with a four-year university?	Yes	37.5%
		No	50.0
		No Response	12.5

D5.9 If "Yes," which one(s)?

CONSORTIUM	RESPONSE
1	All
2	Industrial Engineering Tech Electronics Engineering Tech
3	All except new health technologies program.
4	All
5	Business & Computer Tech. Engineering Tech and Health Technologies
10	Manufacturing Technology
11	Engineering Technologies -and- Business Technologies
17	Manufacturing Engineering Technologies
21	Ohio State University

D5.10 Please name the department (specialty area) and university with which such a program is articulated.

CONSORTIUM	RESPONSE
1	There are many upper-level transfer agreements for Columbus State technical graduates, e.g., with Franklin University, Ohio State, etc. All of these will be available to Tech Prep
2	Engineering Technology -and- University of Dayton
3	Tool & Die & Manufacturing Tech = Industrial Tech. N. Ohio U. -and- Electronics Tech = Franklin U. -and- Manufacturing Technology = MBA Ashland U., Franklin U.
4	Through agreements negotiated between Uyahuga Community College & State Universities
5	Business: Ashland & Otterbein & Tiffin Universities Health: Ashland and Otterbein " Engineering: Ohio Norther University (in Industrial Technology Program)
10	Bowling Green St. Univ. - Technology -and- Cleveland State - Technology
11	Dept. of Engineering Technology -and- College of Business
17	University of Akron - Engineering -and- Bowling Green
21	Ohio State University -and- College of Food, Agriculture & Environmental Sciences

D6. School-To-Work Transition Programs

D6.1	(C7) Did your consortium or any of its members receive a grant under the School-To-Work Opportunities Act (STWOA) for use this school year (school year 1994-95)?	Yes	8.3%
		No	91.7

D6.2	If "Yes," have you experienced any of the following difficulties integrating the STWOA grant(s) with your Tech Prep initiative? (Check all that apply.)	No difficulties experienced	20.8%
		Inconsistent purposes	0.0%
		Inconsistent regulations	8.3%
		Inconsistent reporting	8.3%
		Excessive paperwork	4.2%
		Difficulty in pooling funds	4.2%
		Other (please specify):	8.3%

CONSORTIUM	RESPONSE
1	Conceptual difficulty in implementing STW with Tech Prep. We are continuing to try to connect all the pieces of TP curriculum w/ mentorship & work-based learning of STW.
3	Delays -and- Too new to really know admin. problems

D6.3 How beneficial would you say these STWOA grants have been to achieving the purposes of your Tech Prep initiative?

No benefit	8.3%
Some benefit	8.3
Moderate benefit	4.2
Great benefit	12.5
No Response	66.7

E. Empowering Dimension - Portrays the degree to which comprehensive career guidance services are provided at the secondary and higher education levels, so students can make more intelligent choices about career goals, select appropriate educational experiences, and reach those goals.

E1. Comprehensive Career Education Program (Grade 8 Higher Education)

E1.1 Does your consortium participate in career education programs for students that begin in grade eight (or earlier) and extend through at least a two-year post-secondary experience?

Yes	70.8%
No	20.8
Don't Know	8.3

E1.2 Do these programs build upon and integrate the current career guidance capacity of each participating school?

Yes	70.8%
No	16.7
Don't Know	4.2
No Response	8.3

E1.3	(G1) During the last school year (1994-1994), were any group meetings held at middle and/or high schools in your consortium to explain to students what Tech Prep is and the opportunities and choices it offers?	Yes	62.5%
		No	37.5
E1.4	(G2) Who was involved in conducting or leading these group meetings? (Check all that apply.)	Consortium staff	100.0%
		School district staff	86.7%
		Staff or individual schools (teachers, counselors, administrators)	40.0%
		Students	60.0%
		Representatives of postsecondary institutions	26.7%
		Representatives of business	0.0%
		Representatives of labor organizations	0.0%
		Representatives of government agencies	0.0%
		Representatives of local community organizations	0.0%
		Representatives of the Armed Forces	0.0%
		Third Party Consultants	0.0%
		Other (please specify):	0.0%

E1.5 (G3) For each of the following career development activities, please indicate whether the activity is conducted by no consortium member schools, some consortium member schools, or all the consortium member schools:

a. Special career development classes

(G3_A1) Middle schools (Grade 8 or earlier)	None	25.0%
	Some	29.2
	All	20.8
	Don't know	25.0

(G3_A2) Secondary schools (Grades 9 - 12)	None	16.7%
	Some	50.0
	All	12.5
	Don't know	20.8
(G3_A3) Postsecondary schools	None	25.0%
	Some	20.8
	All	33.3
	Don't know	20.8
b. Career development activities integrated into academic and/or vocational offerings		
(G3_B1) Middle schools (Grade 8 or earlier)	None	8.3%
	Some	50.0
	All	16.7
	Don't know	25.0
(G3_B2) Secondary schools (Grades 9 - 12)	None	12.5%
	Some	58.3
	All	16.7
	Don't know	12.5
(G3_B3) Postsecondary schools	None	16.7%
	Some	29.2
	All	33.3
	Don't know	20.8
c. Individual career development counseling		
(G3_C1) Middle schools (Grade 8 or earlier)	None	4.2%
	Some	29.2
	All	54.2
	Don't know	12.5
(G3_C2) Secondary schools (Grades 9 - 12)	None	8.3%
	Some	33.3
	All	50.0
	Don't know	8.3
(G3_C3) Postsecondary schools	None	4.2%
	Some	25.0
	All	58.3
	Don't know	12.5

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d. School counselor use of special career counseling materials developed specifically for Tech Prep students		
(G3_D1) Middle schools (Grade 8 or earlier)	None	58.3%
	Some	16.7
	All	8.3
	Don't know	16.7
(G3_D2) Secondary schools (Grades 9 - 12)	None	50.0%
	Some	25.0
	All	20.8
	Don't know	4.2
(G3_D3) Post-secondary schools	None	70.8%
	Some	8.3
	All	4.2
	Don't know	16.7
e. Development of Tech Prep educational plans (ICPs) indicating courses a student will take at the secondary and post-secondary levels		
(G3_E1) Middle schools (Grade 8 or earlier)	None	58.3%
	Some	16.7
	All	8.3
	Don't know	16.7
(G3_E2) Secondary schools (Grades 9 - 12)	None	50.0%
	Some	29.2
	All	16.7
	Don't know	4.2
(G3_E3) Post-secondary schools	None	70.8%
	Some	8.3
	All	8.3
	Don't know	12.5
f. Student access to or use of career exploration software		
(G3_F1) Middle schools (Grade 8 or earlier)	None	8.3%
	Some	37.5
	All	25.0
	Don't know	29.2
(G3_F2) Secondary schools (Grades 9 - 12)	None	0.0%
	Some	54.2
	All	29.2
	Don't know	16.7

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(G3_F3) Postsecondary schools	None	4.2%
	Some	12.5
	All	66.7
	Don't know	16.7
g. Trips to employer worksites		
(G3_G1) Middle schools (Grade 8 or earlier)	Some	79.2%
	All	4.2
	Don't know	16.7
(G3_G2) Secondary schools (Grades 9 - 12)	None	8.3%
	Some	79.2
	All	4.2
	Don't know	8.3
(G3_G3) Postsecondary schools	None	8.3%
	Some	45.8
	All	25.0
	Don't know	20.8
h. Job placement assistance for exiting students -- provided by course instructors		
(G3_H2) Secondary schools (Grades 9 - 12)	None	4.2%
	Some	83.3
	All	8.3
	Don't know	4.2

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	(G3_H3) Postsecondary schools	None	8.3%
		Some	41.7
		All	37.5
		Don't know	12.5
	i. Job placement assistance for exiting students – provided by guidance counselors		
	(G3_I2) Secondary schools (Grades 9 - 12)	None	4.2%
		Some	83.3
		All	8.3
		Don't know	4.2
	(G3_I3) Postsecondary schools	None	37.5%
		Some	25.0
		All	29.2
		Don't know	8.3
	j. Job placement assistance for exiting students – provided by special job placement staff		
	(G3_J2) Secondary schools (Grades 9 - 12)	None	16.7%
		Some	66.7
		All	8.3
		Don't know	8.3
	(G3_J3) Postsecondary schools	None	8.3%
		Some	29.2
		All	50.0
		Don't know	12.5
E1.6	(G4) Currently, how many counselors are available in those school districts, which are actively involved in Tech Prep, to work with secondary students (grades 9-12) on career awareness and development, course selection, occupational objectives, and postsecondary planning in your consortium?		Mean
		Number of counselors	37.1
E1.7	Do member career guidance programs include an explanation of the Curriculum Pathways that are available to Tech Prep students?	Yes	70.8%
		No	16.7
		Don't Know	4.2
		No Response	8.3
E1.8	Do member institutions' career guidance programs include information about the career ladders in each of the career fields for which instruction is offered?	Yes	37.5%
		No	20.8
		Don't Know	33.3
		No Response	8.3

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E2. Individual Career Plan (ICP)

E2.1	When does each student initiate their Individual Career Plan (ICP) in the majority of your member schools?	Prior to grade 8	16.7%
		Grade 8	58.3
		Grade 9	16.7
		After grade 9	0.0
		No Response	8.3
E2.2	Does the ICP project the individual student's proposed course of study, with mathematics, science, communications, technology, and specific technical skills arranged in a step-by-step progression of coordinated curricula and include a Tech Prep option?	Yes	45.8%
		No	20.8
		Don't Know	29.2
		No Response	4.2
E2.3	Are the student's parents involved in the development and annual review of the ICP?	Yes	33.3%
		No	0.0
		No Response	66.7

a. How? (please describe):

CONSORTIUM	RESPONSE
1	Parents must review & sign
5	Two middle-schools, out of eleven currently hold "Learning Lunches" for parents and students in small groups to help explain course decisions made as a part of the TCP
6	teacher/parent conferences
7	Must review & sign
10	Most districts require a parent's signature of approval.
11	Review & Consultation
21	Individual conferences and/or group meeting
22	Review and sign off plan

E2.4	Is each student's ICP reviewed annually and revised, if necessary, by a Tech Prep-designated counselor/ advisor?	Yes	33.3%
		No	54.2
		No Response	12.5

F. Professional Development Dimension - Portrays the degree to which participants (e.g., teachers, counselors, administrators, etc.) are provided the staff development necessary to carry out the planned activities at critical times dictated by implementation of other tasks

F1. Professional Development Plan

F1.1	Does the consortium have a written plan for the professional development of teachers, counselors, and administrators?	Yes	50.0%
		No	37.5
		No Response	12.5

F1.2	Who participated in the development of this plan? (Check all that apply.)	Teachers	37.5%
		Counselors	37.5%
		Administrators	45.8%
		Staff Development Specialists	25.0%
		Consortium Coordinator	45.8%
		Others (please specify):	16.7%

CONSORTIUM	RESPONSE
3	Chamber of Commerce, Reg.Prof.Devp.Center
11	Tech Prep Planning Team
20	Part of Proposal

F1.3	Who approved the professional development plan? (Check all that apply.)	No formal approval obtained	20.8%
		Governing board	29.2%
		Professional development committee	12.5%
		State staff	8.3%
F1.4	What distribution was made of the professional development plan? (Check all that apply.)	No distribution was made	25.0%
		All participants	20.8%
		Board members	20.8%
		Professional development specialists	12.5%
		State staff	8.3%
F1.5	Is the professional development plan reviewed each year and revised, if necessary?	Yes	41.7%
		No	12.5
		No Response	45.8
F1.6	How were the professional development needs of the participants determined? (Check all that apply.)	Participant survey	58.3%
		Recommendations from other consortia	41.7%
		Tech Prep literature	37.5%
		State staff recommendations	41.7%
		Other (please specify):	25.0%

CONSORTIUM	RESPONSE
1	Professional Development Committee
2	informal recommendations -and- committee decisions
5	Steering Comm. recommendations
10	N.W. Regional Prof. Dev. Center
19	Previous experience of T.P. Coord. w/ training projects
20	Consultant

F1.7	How was the cost of professional development activities established for budget purposes? (Check all that apply.)	Estimated cost of projected activities	62.5%
		Proposed per capita expenditure based upon anticipated participants	12.5%
		Based upon previous year's experience	25.0%
		Recommendations of state level staff	0.0%
		Best guess	25.0%
		Other (please specify):	4.2%

CONSORTIUM	RESPONSE
5	our own budget

F1.8 How were budgeted professional development funds allocated within the consortium? (Check all that apply.)

Proposals from participant institutions or groups	20.8%
Individual applications	33.3%
Per capita distribution	8.3%
First come, first serve	29.2%
Other (please specify):	25.0%

CONSORTIUM	RESPONSE
1	Allocation to Prof. Dev. Committee; site expenditures from school allocations
3	Regionally planned activities
11	Open to all members on limited basis
12	By projected activity
16	Workshops for anyone interested

F2. Professional Development Activities

F2.1 What kinds of professional development activities were conducted at the consortium level? (Check all that apply.)

None (Go to F2.3)	4.2%
Summer workshops lasting a week or more	45.8%
Seminars lasting one day or more	79.2%
Weekend retreats	12.5%
After-school meetings	83.3%
Tours to business/industry	70.8%
Other (please specify):	45.8%

CONSORTIUM	RESPONSE
1	1/2 day seminars
2	Graduate courses, institution
4	Curriculum writing sessions
5	Site visits of other Tech Prep classrooms.
7	Summer Educator Work Experiences
8	State Conference
10	Local, state, & national meetings
11	Travel to national Tech Prep models
13	Teacher Summer Interships
19	2-day retreat during work, day-long meetings during work
22	Graduate course

F2.2 Which of these activities was/were most effective? (Check no more than 3.)

Summer workshops lasting a week or more	26.1%
Seminars lasting one day or more	52.2%
Weekend retreats	0.0%
After-school meetings	30.4%
Tours to business/industry	47.8%
Other (please specify):	43.5%

CONSORTIUM	RESPONSE
1	1/2 day seminars
5	See above 2.1
7	Summer Educator Work Experiences
8	State Conference
11	All were effective
19	All
22	Graduate course
24	State Conference

F2.3 (H1) During the last 12 months, did any of the following types of individuals participate in professional development activities related to Tech Prep (e.g., workshops, seminars, conferences) provided at the local or state/regional/national levels?

Type of Individual	Yes
a. Consortium staff	100.0%
b. Secondary school administrators	100.0%
c. Secondary school academic teachers	91.7%
d. Secondary school vocational teachers	95.8%
e. Secondary school counselors	95.8%
f. Postsecondary administrators	100.0%
g. Postsecondary academic teachers	83.3%
h. Postsecondary occupational teachers	87.5%
I. Postsecondary counselors	54.2%
j. Local representatives or staff of business/industry or labor organizations	87.5%

F2.4 Is a record listing those who participated in each professional development event available for review?

Yes	45.8%
No	12.5
No Response	41.7

F2.5 (H2) Thinking about all the time these staff spent in professional development related to Tech Prep during the last 12 months, indicate the degree to which each of the topics listed below has been emphasized overall.

Professional Development Topics	(Check those that apply) Emphasis Last 12 months None	Somewhat	Highly
a. General concepts & strategies for Tech Prep for program leaders	0.0%	25.0	75.0
b. Improving integration of vocational and academic instruction	8.3%	37.5	54.2
c. Developing curricula and instruction to promote hands-on-learning	4.2%	33.3	62.5
d. Promoting cooperation among secondary & postsecondary faculty/staff	4.2%	45.8	50.0
e. General approach to articulation	8.3%	58.3	33.3
f. Improving career development counseling	20.8%	58.3	20.8
g. Improving job placement assistance	58.3%	37.5	4.2
h. Methods of promoting Tech Prep and marketing to students/ parents	8.3%	62.5	29.2
i. Evaluating Tech Prep	41.7%	54.2	4.2
j. Improving overall business/industry/labor relationships	4.2%	58.3	37.5
k. Developing work-based learning for students	12.5%	62.5	25.0
l. Improving integration of school-based and work-based learning	16.7%	54.2	29.2
m. Developing performance standards	16.7%	50.0	33.3
n. Other	0.0%	0.0	4.2

F2.6 (H2_A1) During the last 12 months, have any methods been used by schools in your consortium to expose teachers, counselors, or administrators to the general or technical requirements of employer workplaces? Yes 79.2%

F2.7 (H2B) What methods have been used to expose these teachers, counselors, or administrators to the general or technical requirements of employer workplaces? (Check all that apply.)

(H2B_A) Inviting employers to attend board meetings	Academic teachers	21.1%
	Academic administrators	31.6%
	Vocational teachers	31.6%
	Vocational administrators	47.4%
	Academic or vocational counselors	26.3%
(H2B_B) Visiting employers' worksites	Academic teachers	89.5%
	Academic administrators	63.2%
	Vocational teachers	84.2%
	Vocational administrators	63.2%
	Academic or vocational counselors	73.7%
(H2B_C) Short-term internship at worksites during the summer	Academic teachers	42.1%
	Academic administrators	15.8%
	Vocational teachers	47.4%
	Vocational administrators	10.5%
	Academic or vocational counselors	26.3%
(H2B_D) Individual meetings with employer representatives	Academic teachers	68.4%
	Academic administrators	73.7%
	Vocational teachers	73.7%
	Vocational administrators	78.9%
	Academic or vocational counselors	52.6%
(H2B_E) Participating on vocational-technical advisory committees where employers are represented	Academic teachers	78.9%
	Academic administrators	73.7%
	Vocational teachers	94.7%
	Vocational administrators	78.9%
	Academic or vocational counselors	52.6%
(H2B_F) Bringing employers into classrooms to teach, lecture, or demonstrate skills required in their workplace	Academic teachers	63.2%
	Academic administrators	21.1%
	Vocational teachers	68.4%
	Vocational administrators	21.1%
	Academic or vocational counselors	31.6%
(H2B_G) Other	Academic teachers	5.3%
	Academic administrators	10.5%
	Vocational teachers	5.3%
	Vocational administrators	5.3%
	Academic or vocational counselors	5.3%

F3. Evaluation

F3.1	Was an evaluation conducted of each professional development activity?	Yes	70.8%
		No	20.8
		No Response	8.3
F3.2	If "Yes," are the evaluations available for review?	Yes	84.2%
		No	5.3
		No Response	10.5

F4. Cooperation and Collaboration

F4.1	Has your consortium worked with and through other professional development efforts within the state?	Yes	83.3%
		No	12.5
		No Response	4.2

F4.2 If "Yes," which ones?

CONSORTIUM	RESPONSE
1	State Tech Prep Conference; leadership academy for TP coordinators
2	Conferences, workshops, Project Discovering, Eisenhower, Academics
3	North Central Math/Science Consortium -and- Regional Professional Development Center -and- Locally developed State "Train-the-Trainer" for Technical Algebra -and- Madison Workshops (Mansfield) Madison Local Schools -and- Mansfield/Richland Area Chamber Foundation
5	Discovery Project -and- SECO/ Science Education Consortium of Ohio -and- Dept. of Education/Vocational - staff -and- Other Consortia's workshops -and- Outside consultant
6	RPDC Dimensions of Learning inservices -and- Eisenhower Math & Sciences
7	All activities recommended by state Tech Prep leaders are shared with educators & counselors for participation
8	Leadership Academy - Tech Prep Coordinator
10	Project Discover -and- N. W. Regional Prof. Dev. Center
11	Regional Professional Development Center -and- Venture Capital -and- Project Discovery
12	Eisenhower grant -and- Project Discover -and- Professional Development Center
13	State Conference
14	Tech Prep Leadership Academy
15	Working with Regional Professional Development Centers who are also aligned with Project Discovery
16	Discovery Program -and- Career Education -and- County Board of Education
17	Northeast Regional Professional Development Center
18	Lakeland College
19	Regional Professional Dev. Center
20	State level activities
21	Franklin County Board of Ed - The Academy -and- Academic Innovations -and- Applied Academic Workshops - state Dept. of Educ.
23	Regional Professional Dev. Centers

F4.3	Have you participated in local, state, regional, and/or national Tech Prep conferences during the last 12 months?	Yes	95.8%
		No (Go to F4.6)	4.2

F4.4	Which ones? (Check all that apply.)	Local conferences	34.8%
		Regional conferences (within state)	52.2%
		State conferences	100.0%
		Multi-state regional conference	13.0%
		National conferences	65.2%

F4.5 How would you rate the value of each of these conferences?

a. Local conferences	Not worthwhile	0.0%
	Somewhat worthwhile	13.0
	Very worthwhile	26.1
	No Response	60.9
b. Regional conferences (within state)	Not worthwhile	0.0%
	Somewhat worthwhile	26.1
	Very worthwhile	17.4
	No Response	56.5
c. State conferences	Not worthwhile	0.0%
	Somewhat worthwhile	8.7
	Very worthwhile	87.0
	No Response	4.3
d. Multi-state regional conferences	Not worthwhile	0.0%
	Somewhat worthwhile	13.0
	Very worthwhile	0.0
	No Response	87.0
e. National conferences	Not worthwhile	13.0%
	Somewhat worthwhile	17.4
	Very worthwhile	34.8
	No Response	34.8

F4.6	Have your consortium members participated in state, regional, and/or national Tech Prep conferences during the last 12 months?	Yes	100.0%
		No (Go to F4.9)	0.0

F4.7	If "Yes," which ones? (Check all that apply.)	Local conferences	33.3%
		Regional conferences	33.3%
		State conferences	100.0%
		Multi-state regional conference	12.5%
		National conferences	62.5%

F4.8	How would you rate the value of these conferences for your members?	Not worthwhile	0.0%
		Somewhat worthwhile	37.5
		Very worthwhile	58.3
		No Response	4.2

F4.9	During the past 12 months, has your consortium received professional development services from the state level?	Yes	75.0%
		No (Go to G1.)	20.8
		No Response	4.2
F4.10	How would you rate the value of those services in terms of meeting the goals in your Tech Prep strategic plan?	Not worthwhile	0.0%
		Somewhat worthwhile	36.8
		Very worthwhile	52.6
		No Response	5.3

F4.11 Which, if any, of these services stands out as being most valuable?

CONSORTIUM	RESPONSE
1	Cathy Scruggs 1/2-day seminar on integrated academics on 4-7-95.
5	What is Tech Prep? What is TCP & Curr. Pathways?
6	The second Cherry Valley Lodge speakers were the most pertinent to me
8	Leadership Academy
9	Regional Tech Prep meetings -and- State Retreats
10	Leadership Academy, State Tech Prep Conf., TCP Allied Health Process
11	Leadership Academy
12	Those provided by Cathy Scruggs
13	Teachers had a chance to see/meet with other teachers involved in Tech Prep - they were not alone!
15	Help with Competency Profile & structuring of curriculum develop - parts of one Leadership Academy
16	Tech Prep overview -and- Curriculum Development
17	Exposure to educational consultants whom we could hire
18	TCP & curriculum development assistance
19	Curriculum Writing Workshop (C. Scruggs), Leadership Academy
20	Specific activities i.e. TCP program
21	Cathy Scruggs - Curriculum Workshop -and- Funding - State Dept. of Education & Funding - Board of Regents
22	Applied learning methodology presented as part of graduate course.
23	TCP

G. Implementing Dimension - Portrays the degree to which the consortium carries out the planned Tech Prep initiative through its secondary and higher education members

G1. Consortium Composition

G1.1 (A1) Consortium membership - Please enter the number of each type of educational institution and business/labor organization actively involved in planning or implementing aspects of Tech Prep in your consortium. (Enter zero (0) if no such organization belongs to your consortium.)

Mean		
(A1_A)	a. City, local, and exempted school districts	10.5
(A1_A1)	1. Secondary schools	11.8
(A1_A2)	2. Junior high/middle schools	4.1
(A1_B)	b. Vocational education planning districts	2.5
(A1_B1)	1. Joint vocational service districts	2.5
(A1_C)	c. Community / technical colleges	1.1
(A1_D)	d. Four-year universities	0.6
(A1_E)	e. Postsecondary proprietary schools and/or apprenticeships	0.0
(A1_F)	f. Postsecondary apprenticeships programs (not affiliated with community college or proprietary school)	0.1
(A1_G)	g. Other educational/training agencies or programs (Job Corps, JTPA, BIA, etc.)	1.0
(A1_H)	h. Businesses/corporations	18.5
(A1_I)	i. Business/industry or trade associations	2.5
(A1_J)	j. Labor groups	1.7

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G2. Program Implementation

G2.1 (D1) How would you describe the basic program model you are currently working to implement?
(Note: All references to "college" include community, junior, and technical colleges.)

2 years (11th and 12th grade) of high school plus 2 years of college (community, junior, or technical)	16.7%
3 or more years of high school plus 2 years of college	20.8
2 years (11th and 12th grade) of high school plus 2 years of college, with options for further study in an articulated program at a 4-year university	4.2
3 or more years of high school plus 2 years of college, with options for further study in an articulated program at a 4-year university	41.7
1 or more years of junior high/middle school plus 4 years of high school plus 2 years of college	0.0
1 or more years of junior high/middle school plus 4 years of high school plus 2 years of college, with options for further study in an articulated program at a 4-year university	16.7
Other	0.0

G2.2	(E1) During the last school year (1993-94), were there any city, local, and exempted school districts or Joint Vocational Service Districts where high school students were expected to make an explicit choice between Tech Prep and other programs of study (e.g., College Prep, regular vocational/ occupational, or general education)?	Yes	37.5%
G2.3	(E1_A) How many?	(Mean)	6.8
G2.4	(E2) In how many of the secondary school districts in your consortium do students choose an occupational cluster or specific occupational program that determines both their academic and vocational course options (e.g., cluster in Agriculture or Engineering/Technology)?	Number of school districts (Mean)	5.9

G2.5 (E3) In Column A, indicate the titles that most closely correspond to any broad career clusters that you have defined or specific occupational programs that are available in any of the secondary school districts in your consortium. In Column B enter the total number of Tech Prep students currently enrolled in each broad career cluster or occupational program this year (school year 1994 - 95)

Occupational/Career Cluster or Program	Yes	Mean Number of Students
Agriculture	8.3%	0.0
Business/Office/Marketing	25.0%	32.7
Engineering/Technology	50.0%	40.8
Health/Human Services	20.8%	14.5
Mechanical/Industrial or Practical Art or Trade	16.7%	61.0
Arts/Humanities	4.2%	0.0
Other	0.0%	0.0

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G2.6 For each of the Occupations/Career Cluster(s) or program(s) you reported to Mathematica, Inc., in response to G2.5 above, please provide the name of the school(s), the school year begun, the grade level(s) in which the cluster(s) or program(s) has been implemented, and the number of students enrolled in that school.

Consortium	Program	School	Yr	Grade	Stdts.
1	Mechanical Eng Tech	Easkaud Career Ctr	94	11	15
2	Ind. Eng. Tech	Miami Valley Ctc	93-94	11	15
	Ind. Eng. Tech	Miami Valley Ctc	94-95	11,12	30
	Elect. Tech	Miami Valley Ctc	93-94	11	20
	Elect. Tech	Miami Valley Ctc	94-95	11,12	40
	Allied Health	Miami Valley Ctc	94-95	11	22
	Comp. Supp.	Miami Valley Ctc	94-95	11	20
	Auto	Miami Valley Ctc	94-95	11	15
	IET	Greene CoCC	93-94	11	15
	IET	Greene CoCC	94-95	11,12	30
	ALH	Greene CoCC	94-95	11	20
	EET	Greene CoCC	94-95	11	5
	EET	Patterson CC	94-95	11	20
3	Elect. Tech	Mansfield City	93-94	11,12	12
	Elect. Tech	Ash.C-W.Holmes	93-94	11,12	8
	Elect. Tech	Pioneer	94-95	11	14
	Elect. Maint.	Madison	93-94	11,12	9
	Mftg. Tech.	Pioneer	93-94	11,12	12
	Tool & Die	Madison	93-94	11,12	4
	Health Tech.	Madison	94-95	11	3
4	Auto Tech	Polars Jrs	94-95	11	15
	Auto Tech	Mayfield	94-95	11	15
	Auto Tech	Valley Forge	94-95	11	15
	Electronics	Medina	94-95	11	12
	Computer Occ.	Cleveland Hts.	94-95	11	15
5	Bus./Comp. Tech.	Several[1]	93	12	57
	Bus/Comp. Tech.	Several[2]	94	12	52
	Eng. Tech	NR	94	12	12
6	Electronics	Morgan HS	94	11	5
	Electronics	WCOC	94	11	11
	Comp. Bus.	WCOC	94	11	7
	Comp. Bus.	Morgan HS	94	11	4
7	Bus. Tech	Medina Ctr.	94	11	NR
	Bus. Tech	Meds. HS	94	11	NR
10	Manuf. Tech.	Auburn C.C.	94-95	11	12
	Manuf. Tech	Lake Shore	93-94	11	14
	Manuf. Tech	Lake Shore	94-95	12	12
	Electronics	Auburn C. C.	94-95	11	14
	Electronics	Lake Shore	94-95	11	16
	Electronics	Mayfield	93-94	11	14

[1] Number of students reported represents total number of students at the following schools: North Union, Ridgedale, Highland, and Cardington.
[2] Number of students reported represents the total number of students at the following schools: North Union, Ridgedale, Highland, Cardington, Harding and Pleasant.

Consortium	Program	School	Year	Grade	Stdts.
	Electronics	Mayfield	94-95	12	13
	Comp. Inf. Sys	Lake Shore	94-95	11	13
	Allied Health	Auburn C.C.	94-95	11	15
	Allied Health	Mayfield	94-95	11	15
11	Eng. Tech	Wash. Local	94/95	11	3
	Eng. Tech	NW Local	94/95	11	1
	Eng. Tech	Portsmouth City	94/95	11	1
	Eng. Tech	Fairland	94/95	11	2
	Eng. Tech	Dawson-Bryant	94/95	11	9
12	Engineering	Plain Local	93	11,12	27
	Health	Perry Local	94	11	16

G.3 Core Program

G3.1	(D2) Has a single definition of a required core program for all secondary-level Tech Prep students been adopted and implemented by all consortium members? ("Core program" means a set of activities that is already available and in which all Tech Prep students are expected to engage.)	Yes (Local definition)	20.8%
		Yes (State definition)	16.7%

G3.2 (D3) Please indicate which elements are currently part of the core program for Tech Prep i.e., those elements that are required of all Tech Prep students during their secondary education. (Check all that apply.)

Developing an individual student plan (ICP), which indicates the courses a student plans to take at the secondary and postsecondary level		100.0%
Choosing a broad career cluster or career major (e.g., Agriculture, Engineering Technology, Health Occupations, Business or Human Services)		88.9%
a. In what grade does this usually occur? (If this choice is made at the post-secondary level, enter 13.)	8th grade	11.1%
	9th grade	33.3
	11th grade	44.4
	No Response	11.1
Choosing an occupational specialty area within the career cluster (e.g., laser electro-optics, robotics) and committing to a specific course sequence		88.9%
a. In what grade does this usually occur? (If this choice is made at the post-secondary level, enter 13.)	11th grade	33.3%
	12th grade	11.1
	Post-secondary	44.4%
	No Response	11.1
Taking or completing one or more applied academic courses (e.g., Principles of Technology, Applied Communications, or those locally developed)		100%
Taking specified articulated academic or occupational courses related to a career cluster		88.9%
Taking specified academic or occupational courses - whether articulated or not - related to a career cluster		44.4%
Participation in career awareness/development classes		66.7%
Participation in individual career development guidance		100%
Participation in occasional workplace exposure experiences (e.g., tours, visits to worksites)		88.9%
Participation in unpaid work/training experience in a position related to a Tech Prep course or career focus at an employer worksite		33.3%
Participation in paid youth apprenticeship or employment experiences (e.g., co-op) in a position related to a Tech Prep course or career focus at an employer worksite		33.3%
Assignment to a workplace mentor		22.2%
Other		0.0%

G3.3	(D4) Have any of the local school districts or individual high schools in your consortium adopted their own definition(s) of a "core program" for all Tech Prep students?	Yes - District wide definition(s)	8.3%
		Yes - Individual School definitions	4.2%

G4. Workplace Experiences

G4.1	(E4) Do any of the city, local, and exempted school districts or the Joint Vocational Service Districts in your consortium make workplace experiences available to Tech Prep students?	Yes	33.3%
		a. How many? (mean)	1.6

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G4.2 (E5) What types of workplace experience(s) are available to Tech Prep students in these districts?

Workplace Experience	Mean No. of Districts Involved	Mean No. Bus./ Corps. Involved
a. Visits to employer worksites as part of the student's occupational program (25.0%)	2.0	3.5
b. Paid summer jobs related to the student's occupational program (12.5%)	1.3	6.0
c. Unpaid summer jobs/internships related to the student's occupational program (4.2%)	2.0	0.0
d. Paid part-time employment during the school year related to the student's occupational program (e.g., Youth Apprenticeship, co-op, etc.) (4.2%)	2.0	0.0
e. Unpaid part-time employment or internships during the school year related to the student's occupational program (4.2%)	1.0	0.0
f. Assignment to a workplace mentor (8.3%)	3.0	0.0
g. Other (please specify): (0.0%)	0.0	0.0

G4.3 (E6) How many of these school districts have information available on the number of Tech Prep students who participated in any workplace experience in school year 1993-1994?

Number of districts (mean)	1.33
None	8.3%
Don't know	75.0%

G4.4 (E6_A) Please provide the total number of districts that can count Tech Prep students and the total number of Tech Prep students who participated in each type of workplace experience in school year 1993 - 1994.

Workplace Experience	Mean Number of Districts	Mean Number of Students
1. Visits to employer worksites as part of the student's occupational program	2.7	8.5
2. Paid summer jobs related to the student's occupational program	1.3	1.7
3. Unpaid summer jobs/internships related to the student's occupational program	0.3	0.0
4. Paid part-time employment during the school year related to the student's occupational program (e.g., Youth Apprenticeship, co-op, etc.)	0.8	0.3
5. Unpaid part-time employment or internships during the school year related to the student's occupational program	0.3	0.0
6. Assignment to a workplace mentor	1.3	0.0
7. Other	0.0	0.0

G4.5 (E6_B) What kinds of organizations or staff have primary responsibility for placing students in the workplace experiences identified in question G4.4? (Enter the number of districts in which each kind of resource is involved in placing students in workplace experiences.)

Resource	Mean Number of Districts
1. Consortium staff	2.4
2. Secondary school staff	5.1
3. Community college staff	1.6
4. An "intermediary" or "linking" organization that works with schools and employers (e.g., Chamber of Commerce, local PIC, etc.)	0.6
5. Employers	1.0
6. Others	0.0

G5. Participation in Tech Prep

G5.1	(D5) Has the State provided you with a definition of which secondary students are to be counted as "in Tech Prep"?	Yes 83.3%
G5.2	(D6) Have all consortium members agreed to some other uniform definition of which secondary students are to be counted as "in Tech Prep"?	Yes 4.2%

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G5.3	(D6_A) Please indicate the minimum activities/actions that must be undertaken by a student to be counted as "in Tech Prep" according to the definition used by your consortium. (Check all that apply.)		
	Student explicitly elects Tech Prep as a path, major, track, or program (e.g., student signs a Tech Prep application, chooses to be in Tech Prep)		100%
	Student develops an individual student plan (ICP) indicating a planned course sequence across the secondary and postsecondary levels		100%
	Student takes/completes one or more articulated vocational courses		100%
	Student takes/completes one or more vocational courses whether articulated or not		0.0%
	Student takes/completes one or more applied academic courses (e.g., Principles of Technology, Applied Communications, or those developed locally)		100%
	Student participates in work/training experience(s) in a position related to a Tech Prep course or career focus at an employer worksite		0.0%
	All secondary students who have not chosen College Prep are considered to be in Tech Prep		0.0%
	All secondary students including College Prep students are considered to be in Tech Prep		0.0%
	Other (Please describe):		0.0%
G5.4	(D7) Have any of the secondary consortium members individually adopted their own definition(s) of which students are to be counted as "in Tech Prep"?	Yes	0.0%
		No	12.5
		No Response	87.5
G5.5	(D8) Had any of the city, local, and exempted school districts or Joint Vocational Service Districts included in the consortium already begun to identify and count students participating in Tech Prep in the 1993-94 school year?	Yes	25.0%
		No	75.0
G5.6	(D8_1) In how many city, local, and exempted school districts and Joint Vocational Service Districts in your consortium are counts of Tech Prep students available for the last school year (1993-1994)		Mean 5.3
G5.7	(D8_A) How many high schools are in these districts?		6.5

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			Mean
G5.8	(D10) In the city, local, and exempted school districts and Joint Vocational Service Districts that have counts of last year's Tech Prep students, approximately how many Tech Prep students were there in each grade last year? (Please enter a zero (0) if none.)	(D10_A) Tech Prep students in grade 12	13.5%
		(D10_B) Tech Prep students in grade 11	54.0
		(D10_C) Tech Prep students in grade 10	0.0
		(D10_D) Tech Prep students in grade 9	0.0

			Mean
G5.9	(D11) Across all the institutions that have counts of this year's (1994-95) Tech Prep students, what is the approximate racial/ethnic composition of the student population identified in G2.1 above as participating in Tech Prep this year? (The sum of the percentages entered should equal 100 percent.)	a. White (Non-Hispanic)	94.8%
		b. Black (Non-Hispanic)	3.7%
		c. Hispanic	1.0%
		d. Native American / Alaskan Native	0.0%
		e. Asian / Pacific Islander	0.5%
		f. Other (please specify):	0.0%
G5.10	(D11_A) Approximately what percentage of the students identified as participating in Tech Prep were:	Female	11.0%
		Limited English Proficiency (LEP)	0.0%
		Students with disabilities	3.0%
		Economically and/or educationally disadvantaged	17.5%

G6. Access

G6.1 (D13) For which, if any, of the following groups are efforts being made to facilitate participation in Tech Prep?

Student Groups	Yes
a. Minority students	91.7%
b. Limited English Proficiency (LEP) Students	41.7%
c. Students with disabilities	75.0%
d. Economically disadvantaged students	87.5%
e. Educationally disadvantaged students	66.7%
f. Pregnant or parenting students	54.2%
g. Males with regard to non-traditional occupations	41.7%
h. Females with regard to non-traditional occupations	79.2%

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G6.2 (D14) Which of the following services or accommodations, if any, are being used to facilitate access to Tech Prep for the groups listed in response to question G4.3 above? (Check all that apply.)

No specific efforts	29.2%
Inclusion of special populations coordinators in the Tech Prep team or in curriculum/staff development	64.7%
Modified curriculum content and/or instructional method to meet the special needs of a particular group (other than accommodation to students' native languages)	17.6%
Materials and/or instruction in the students' native (non-English) language	0.0%
Interpreters (for non-English speaking or hearing-impaired students)	0.0%
Physical access accommodations	64.7%
Special equipment (e.g., to meet the special needs of a particular group)	11.8%
Transportation	29.4%
Child care	5.9%
Coordination with JTPA youth or similar programs	41.2%
Promotional materials (e.g., brochures or videos) aimed at one or more of these special populations	58.8%
Special career guidance	52.9%
Special tutoring	17.6%
Other	0.0%

G7. Successes/Problems Encountered

G7.1 (J6) What aspects of Tech Prep have been most successful in your consortium? (Check all that apply.)

Program Aspect	Secondary Successes	Post-Secondary Successes
a. Developing administrative support	79.2%	70.8%
b. Collaboration between secondary and postsecondary educators	62.5%	62.5%
c. Collaboration of vocational and academic educators	79.2%	54.2%
d. Establishing and adopting clearly defined Tech Prep guidelines/objectives	58.3%	41.7%
e. Developing articulation agreements	29.2%	29.2%
f. Providing a high degree of involvement and support at the state level	87.5%	75.0%
g. Obtaining the support/involvement of business/industry and labor	79.2%	66.7%
h. Building networks with other Tech Prep programs for mutual assistance/ advice within state	83.3%	79.2%
i. Developing increased awareness of Tech Prep in the educational community and the public	66.7%	50.0%
j. Integrating Tech Prep into larger reform efforts	33.3%	20.8%
k. Applying the TQM approach to implementation	16.7%	20.8%
l. Other	16.7%	20.8%

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G7.2 (J7) What factors have presented the greatest obstacle to or problems in the planning and/or implementation of Tech Prep in your consortium? (Check all that apply.)

Factors	Secondary Problem	Post Secondary Problem
a. Negative attitudes toward vocational education and/or Tech Prep	54.2%	25.0%
b. Resistance of vocational educators to change	45.8%	20.8%
c. Resistance of secondary schools to replacing the general track	16.7%	N/A
d. Turf battles between secondary and postsecondary educators	25.0%	33.3%
e. Difficulty of defining curriculum reform/revising curriculum	41.7%	25.0%
f. Difficulty in negotiating articulation agreements	8.3%	8.3%
g. Lack of definition of student participation in Tech Prep	25.0%	12.5%
h. Lack of truly integrated curriculum	50.0%	33.3%
I. Lack of support/involvement for Tech Prep among local administrators	16.7%	8.3%
j. Lack of collaboration between secondary and postsecondary educators	12.5%	8.3%
k. Lack of collaboration between vocational and academic educators	16.7%	8.3%
l. Lack of staff, time, and money dedicated to Tech Prep	50.0%	37.5%
m. Lack of support/involvement of business and industry	8.3%	8.3%
n. Lack of business and industry in state/region	4.2%	4.2%
o. Difficulty accessing sources of information about how to develop Tech Prep	12.5%	8.3%
p. Constraints/conflicts in class scheduling	41.7%	16.7%
q. Problems defining Tech Prep guidelines/objectives	25.0%	25.0%
r. Conflicts with other reform efforts	16.7%	8.3%
s. Application of the TQM approach to implementation	8.3%	12.5%
t. Other (Please describe):	4.2%	4.2%

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H. Evaluating Dimension - Portrays the degree to which the partners evaluate the initiative through formative and summative evaluation techniques, focusing primarily on the process and determining ways of improving it.

H1. Systemic Change

H1.1	What decisions/actions does your consortium's definition of "systemic change" include? (Check all that apply.)	Establishing a Tech Prep program	79.2%
		Developing a competency-based vocational curriculum (secondary and postsecondary)	79.2%
		Developing a competency-based academic curriculum (secondary and postsecondary)	79.2%
		Integrating academic and vocational education (secondary and postsecondary)	75.0%
		Developing a "seamless secondary/post secondary" curriculum	91.7%
		Eliminating the General Education track at the secondary level	37.5%
		Coordinating all educational reform initiatives (K - Higher Education)	4.2%
		Making instruction more experiential and context-specific	91.7%
		Planning educational programs in response to major socio-economic and cultural changes	37.5%
		Coordinating all organizational reform initiatives (e.g., education, business, industry, government, etc.)	25.0%
		Other (please specify):	4.2%

CONSORTIUM RESPONSE

15 Have not defined what specifically systemic change means

H1.2 What indicators do you plan to use as measures of systemic change in the member institutions in this consortium?

CONSORTIUM	RESPONSE
3	All, as measurable
4	Increased academics at the high school level along with involvement and incentives at the higher education level to go along with specially designed course offerings.
5	Get input from the members for 6 month' report on a similar (as listed above) check list, and determine the extent of systemic change.
6	Informal observation
7	Steering Board approval of change
8	Benchmarks established by state Enrollment in program - establishment of Tech Prep option Elimination of Gen-Track
9	When programs are actually in place, we will monitor the delivery systems and cooperation between the JVS and the other schools. We will monitor the number of students enrolled in Tech Prep who actually go on to Associate Degree programs.
10	Full implementation of plan, high enrollment & retention rates, successful completion of Associate Degree, 40% job placement & rate
11	Existence of Ohio PASSPORTS and articulation agreements, and by observation
12	State Benchmarks -and- Memorandum of Understanding
14	Not identified yet.
15	State Tech Prep Benchmarks
16	Curriculum offerings
17	Student success
18	Growth of participation in program Curriculum changes
19	Not decided
20	Formation & Summertime student success
22	Development of higher level technical skills Integration of applied learning methods
23	Programs in place, # of students enrolled, success rate of enrollees
24	Make distinction between vocational and technical Reduce percent of Tech Prep students entering KSU needing remediation

H2. Student Information

H2.1	(J1) Does your consortium have a plan for evaluating the implementation and outcomes of Tech Prep?	Yes	75.0%
H2.2	(J2) Do you have or plan to create a computerized database of file containing information on individual Tech Prep students? (This does not have to be a system just for Tech Prep. It may be an extension or addition to an existing student database.)	No	12.5%
		Yes, currently planning	87.5
		Yes, currently testing	0.0
		Yes, partially implemented (e.g., data available for some Tech Prep students or consortium members)	0.0
		Yes, fully implemented (i.e., data available for <u>all</u> Tech Prep students from <u>all</u> consortium members)	0.0%

H2.3 (J3) What specific information about individual Tech Prep students does this database now contain?

Information	Secondary Students	Post-Secondary Students
a. Academic courses taken/completed	0.0%	0.0%
b. Vocational/occupational courses taken/completed	0.0	0.0
c. Technical skills/competencies attained	0.0	0.0
d. Grades	0.0	0.0
e. Career counseling services received/used	0.0	0.0
f. Level of remediation required	0.0	0.0
g. Program enrollment by career cluster or occupational specialty	0.0	0.0
h. Diploma/degree/certificate attainment	0.0	0.0
I. Workplace experiences as part of Tech Prep	0.0	0.0
j. Job placement data (e.g., placement in occupations related to the course of study)	0.0	0.0
k. Wage/salary data	0.0	0.0
l. Employer satisfaction information	0.0	0.0
m. Demographic characteristics (e.g., sex, race/ethnicity.)	0.0	0.0
n. Other (please specify):	0.0	0.0

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H2.4 (J4_A) Which of the following methods of collecting student data have you used in the past 12 months (1) or do you plan to use (2) in evaluating your Tech Prep initiative? (Check all that apply.)

Method of Collecting Data Used	(1)	(2)
1. Small group/focus group discussion with consortium staff or governing board members	50.0%	87.5%
2. Small group/focus group discussion with students	16.7%	83.3%
3. Small group/focus group discussion with teachers or counselors	45.8%	95.8%
4. Interviews with key people (school or college staff, employers, etc.)	41.7%	87.5%
5. Collection of data about overall success rates for students in consortium districts over time	4.2%	91.7%
6. Collection of data about samples of Tech Prep students (through surveys or records)	4.2%	87.5%
7. Classroom observations	33.3%	83.3%

H2.5 (J4_B) Which of the following methods of analyzing student data have you used or do you plan to use in evaluating your Tech Prep initiative?

Method of Collecting Data Used	(1)	(2)
1. Comparison of outcomes for Tech Prep students with non-Tech Prep students from consortium districts	0.0%	83.3%
2. Comparison of outcomes for Tech Prep students with similar non-Tech Prep students from districts outside the consortium	0.0%	37.5%
3. Comparison of students prior to implementing Tech Prep and after implementing Tech Prep consortium	0.0%	87.5%
4. Documentation of outcomes for Tech Prep students only	4.2%	79.2%
(J4_C1) Other	4.2%	0.0%

H3. Value To Date

H3.1 To date, how would you rate the value of your consortium's Tech Prep initiative to:

(a) Secondary students?	Of no value	12.5%
	Of little value	16.7
	Somewhat valuable	41.7
	Very valuable	25.0
	No Response	12.5
(b) Postsecondary students?	Of no value	58.3%
	Of little value	12.5
	Somewhat valuable	16.7
	Very valuable	4.2
	No Response	8.3

	(c) Employers?	Of no value	25.0%
		Of little value	12.5
		Somewhat valuable	33.3
		Very valuable	16.7
		No Response	12.5
H3.2	How long will it take for Tech Prep to become valuable to:		
	(a) Secondary students?	One year	29.2%
		Two years	29.2
		Three years	0.0
		Four years	8.3
		Five or more years	4.2
		Already valuable	25.0
		No Response	4.2
	(b) Postsecondary students?	One year	16.7%
		Two years	25.0
		Three years	20.8
		Four years	16.7
		Five or more years	20.7
		Already valuable	0.0
		No Response	0.0
	(c) Employers?	One year	4.2%
		Two years	20.8
		Three years	12.5
		Four years	25.0
		Five or more years	20.8
		Already valuable	12.5
		No Response	4.2

H3.3	What kinds of systemic changes are already occurring in your consortium? (Check all that apply.)	
	Don't know	0.0%
	Competency-based vocational curricula are being established at the secondary level	66.7%
	Competency-based vocational curricula are being established at the postsecondary level	50.0%
	Competency-based academic curricula are being established at the secondary level	70.8%
	Competency-based academic curricula are being established at the postsecondary level	33.3%
	Academic and vocational instructional content is being integrated at the secondary level	70.8%
	Academic and vocational instructional content is being integrated at the post-secondary level	16.7%
	Secondary instruction is being made more experiential and context-specific	79.2%
	Postsecondary instruction is being made more experiential and context-specific	29.2%
	A "seamless secondary/post-secondary curriculum is being implemented	62.5%
	Educational reform initiatives in member institutions (K - Higher Education) are being coordinated through the consortium	4.2%

I. Improving Dimension - Portrays the degree to which the partners are committed to improving constantly and forever every process for planning, production, and service

II. Commitment to Continuous Improvement

II.1	To what degree are the members of your governing board committed to continuous improvement of the consortium's Tech Prep program?	No commitment	8.3%
		Somewhat committed	29.2
		Totally committed	62.5
II.2	To what degree are the members of your governing board committed to improving the consortium's process for planning and implementing its Tech Prep program?	No commitment	37.5%
		Somewhat committed	25.0
		Totally committed	29.2
		No Response	8.3

I1.3	Which of the two (i.e., program or process) would most of your governing board members think most important to improve?	No difference	37.5%
		Program most important	25.0
		Process most important	29.2
		No Response	8.3

I2. Improvement Strategies

I2.1	Does the consortium have a written plan for improving both its programs and its processes?	Yes	8.3%
		No	91.7
I2.1.1	Is that plan available for review?	Yes	8.3%
		No	25.0
		No Response	66.7

I2.2 How does the governing board use the evaluation information collected and analyzed in section H above for improving its programs and processes?

CONSORTIUM	RESPONSE
2	Review & recommendations
3	Case by case basis
5	Teachers' evaluation is used to improve instructional strategies Curriculum is updated everyone a TCP is conducted New lab equipment & Instructional materials are used to supplement development workshops are arranged according to the needs of instructors or curriculum change Other successful Consortia will be visited to incorporate some of their "good practices"
6	Not currently aware.
7	At this point only through discussion - Performance measures & tools are being developed.
10	Analyzing program processes
11	Improvement recruitment -and- Used to improve program delivery -and- used to improve program scheduling.
12	Only informal process at present.
15	Have not done so yet - plan to this summer after first year of operation
17	Don't know
20	Basic data to determine success Information to stimulate further activity & to celebrate Produce commitment of constituents to support mission of Consortium members.
22	Acts upon recommendations of Tech Prep coordinator.
24	Use feedback to adjust program offerings and support services to increase the effectiveness of the programs.

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APPENDIX B

Findings From Interviews With 24 Consortium Coordinators

Ohio Tech Prep
Summary of Consortium Coordinator Interviews
1.a. What does the expression, "systematic change," mean to you?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Rethink the ways education does business from cradle to grave	X															X									2
Not doing business as usual		X	X					X						X											4
Forging change that meets identified needs		X																							1
Change across both/all subsystems				X									X		X					X	X				5
Use of business partnerships					X																				1
Updating, changing curriculum					X										X	X				X		X			5
Change Teaching methodologies					X				X						X					X			X		5
Change service delivery						X																			1
Creating new options			X				X							X											3
Change that is not dependent on outside funding											X														1
Revolutionary reform, accepting failure												X													1
Changing what is happening in the classroom																	X								1
Total change from top to bottom																							X		1
Creating new linkages																								X	1
Make necessary compromises as you go			X																						1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

*= Consortia that pilot-tested an earlier version of the interview instrument and, with the exception of #11 were not asked this question.

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Ohio Tech Prep

Summary of Consortium Coordinator Interviews

1.b. Is this (systemic change) happening here? Can you give some examples of how it is occurring in this program?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Yes	X	X		X	X	X		X	X			X			X	X	X			X		X	X	X	15
Irregularly or to a degree			X				X						X												3
Very slowly											X														1
No, consortium just getting started																					X				1
Middle and high school educators are talking to each other	X																					X			2
New program Development		X												X											2
Have hit the wall with political reality			X																						1
Team Teaching				X	X							X													3
Merged academics and technical training				X																					1
Peer teaching/learning					X																				1
Development of consortium specific guide					X																				1
Integrated curriculum training						X						X													2
Need principals to be actively involved							X																		1
New degree program-development of 7 new technical courses								X																	1
Secondary, Post-Secondary, and Business all working together									X													X			2
Curriculum Design											X				X		X					X	X	X	6
Improved relationships													X												1
TCP Process												X									X	X			3
Staff development															X										1
Piloted modules																X									1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep

Summary of Consortium Coordinator Interviews

1.c. What do you feel are the greatest barriers to systematic change in your program? Where do the impediments lie? In the high schools? In the college?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Vested interests of individuals and institutions	X																								1
Fear of change	X	X				X			X				X			X				X		X	X		9
Belief that Tech Prep is a passing fad/lack of understanding	X								X		X	X													4
Tradition	X	X		X										X						X					5
Looking for short term payoffs, not long term systematic change	X																								1
Current funding structure		X																							1
Articulation/trust between levels			X					X															X		3
Career education			X																						1
Change attitudes					X									X											2
PSEO						X																			1
Indecision by state						X																			1
Administrative and teacher buy-in							X				X														2
Inflexible college curriculum								X																	1
Technology disparity									X																1
Lack of resources - Funding												X				X					X				3
Difficult to develop under old guidelines												X													1
Turf Issues															X										1
Needs to be more of a win-win situation															X										1
Students not thinking about their future																	X								1
Large geographic region																				X					1
Participation by the schools																								X	1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep
Summary of Consortium Coordinator Interviews
1.d. What needs to be done to overcome them (barriers to systemic change)?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Response
Need a system-wide view	X											X													2
Students need to become higher priority	X																								1
Find ways to work within current funding structure		X																							1
High quality professional development		X			X	X							X	X						X			X		7
Time is only answer for changing tradition		X												X						X					3
Collaboration between all players			X																						1
Change funding definitions				X											X							X			3
Can't have major overhaul overnight/take time				X				X																	2
Sharing of expertise					X																				1
Support from schools and colleges							X		X																2
Not sure											X										X				2
More state leadership															X	X									2
Persistence																X									1
Need to cross voc-ed boundaries																	X								1
Change certification requirements																						X			1
Have complete curriculum available before problems occur																								X	1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep
Summary of Consortium Coordinator Interviews
2. Another goal of Tech-Prep is to provide expanded learning and career opportunities to students. How is this being accomplished in this program.

	Consortia by Phase and Number																							Total
	Phase I						Phase II							Phase III							Phase IV				
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	# of Responses
Providing Tech Prep curriculum in grade 8 & 9 of home schools	X																								1
Providing Tech Prep curriculum in grade 11 at the JVS	X																								1
Implementation of Tech Prep Programs		X			X			X														X			4
Not uniform in the consortium - defining "expanded learning"			X																						1
Incorporated work site learning				X																					1
Established network of employers				X			X																X		3
Applied math and English for all 9th and 10th graders						X																			1
Designed publicity materials							X																		1
Not being accomplished yet									X																1
Offering new curriculum/classes											X		X							X					3
Use of "cluster approach"												X			X										2
Pilot schools/programs														X			X								2
Changing attitudes of teachers																X									1
New pathways																				X					1
Work with summer JTPA program																					X				1
Through distance learning																								X	1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

*= Consortia that pilot-tested an earlier version of the interview instrument and, with the exception of #11 were not asked this question.

Ohio Tech Prep

Summary of Consortium Coordinator Interviews

3.a. How are these (expanded learning and career opportunities) being accomplished in your program? Are they working?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Evolving at Board level	X																								1
Will take time	X															X									2
Business/industry and schools working on curriculum design		X									X		X												3
College faculty working with high school students		X																							1
Development of networks between businesses and schools		X												X							X				3
Community College offering scholarship to student completing Tech Prep		X																							1
Sharing of facilities			X																						1
Just beginning, trying to establish				X																X					2
Business and industry active on committees					X										X										2
Junior high students attending YES (Young Engineers in Science) Field Day						X																			1
Partnerships with businesses							X							X			X				X	X		X	6
Difficulty between high school administrators and pse							X																		1
Career Center opposes industry involvement on Tech Prep Board								X																	1
Through Tech Prep Centers									X																1
Pilot sites and competition for funds												X													1
Used DACOM process																							X		1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep
Summary of Consortium Coordinator Interviews
3.b. How do you keep members of your consortium informed and interested?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Through a strong and active Implementation Committee	X																								1
Public Relations Specialist		X																							1
Newsletter		X		X	X						X	X		X	X	X					X	X			10
Current weakness			X																						1
Use telephone			X																						1
Regularly scheduled Steering Committee Meetings				X			X		X			X		X	X					X			X	X	9
Minutes of meetings				X	X							X		X											4
Agendas for meetings					X									X											2
Customize to meet persons needs						X																			1
Mailings								X	X		X											X			4
Committee structure								X																	1
Involvement in consortium activities											X				X										2
Informal													X												1
Network of school administrators														X											1
By listening																	X								1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep
Summary of Consortium Coordinator Interviews
3.c. Is the industrial sector contributing in a tangible way to the program? If so, how?

	Consortia by Phase and Number																								
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
In some schools	X																								1
Yes, industry contributes all types of assistance to Tech Prep		X																							1
Yes, summer jobs, internships			X			X							X												3
Yes, reduced prices or donations of equipment			X			X						X				X									4
Yes, intangible support - serving on committees, etc.			X		X																				2
On a limited basis				X																					1
Yes, helping to construct curriculum					X																				1
Yes, making facilities and staff available for staff development					X		X				X					X							X		5
Yes, job shadowing							X																		1
Yes, pay teachers or counselors to work for them								X																	1
Not applicable, program has not started for students									X					X	X		X				X	X	X		7
Yes, based on the Ohio Industrial Training Program																				X					1
Yes, scholarships																								X	1
																									0
																									0
																									0

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep

Summary of Consortium Coordinator Interviews

4.a. What is your impression of the effectiveness of the career education and exploration components? Are these working? What needs to be done to correct the problems if they are not?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Only as effective as the individual school leadership/support	X				X																				2
Materials have been provided to all middle schools	X																								1
Need better coordination between instructors and counselors		X																							1
Not a high priority in this consortium, didn't want to step on toes			X																						1
Marketing to grades 10/11				X																					1
Working very well						X						X		X		X						X	X		6
Weakness of the consortium							X																		1
Viewed by Career Center as competition								X																	1
Not happening yet									X																1
Need more staff to work with students on continuous basis											X														1
Counselors still four year university oriented												X													1
Need to stress invisible careers, i.e. color blenders																							X		1
Not sure of what is happening													X											X	2
Somewhat peripheral to students decision making process															X										1
8th grade readability in students																	X								1
Becoming more focused through staff development																				X					1
Encourages students to think about the future																					X				1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep
Summary of Consortium Coordinator Interviews
4.b. What about the ICP? Is it working?

	Consortia by Phase and Number																						Total
	Phase I						Phase II							Phase III							Phase IV				
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Response
Working well in some sites	X	X			X		X				X		X			X							X		8
A paper exercise in some sites	X				X											X							X		4
No motivating force for ICP			X																						1
Need to change ICP to include Tech Prep as an option				X																					1
Working very well						X											X			X	X	X		X	6
Not working, staff left								X																	1
Not working yet									X																1
Need more support from local administrators											X														1
Too early to tell how it is working												X													1
In place, not sure how well it is working														X	X										2

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep
Summary of Consortium Coordinator Interviews
4.c. Do you have any observations on the effectiveness of the coordinated curriculum?

	Consortia by Phase and Number																							Total
	Phase I						Phase II							Phase III							Phase IV				
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Response
Good job on coordinating the content of curriculum pathways	X																							X	2
Questions about the coordination of different instructional modalities	X																								1
Theoretically sound approach		X				X	X							X							X			X	6
Process may seem slow, but changing people as it works		X																							1
Haven't integrated in grades 9-10			X									X													2
Varies among schools			X																						1
Have not evaluated yet				X																					1
A fully integrated and coordinated curriculum not in place yet					X	X	X	X	X							X				X	X	X	X		10
No observations to make											X														1
Will see various institutions talk to each other													X												1
Need to make sure it doesn't turn into a paper exercise															X										1
Have a four year block																	X								1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep

Summary of Consortium Coordinator Interviews

5.a. Is this concept taking hold? (reliance upon academic, occupational and employability competencies)

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Somewhat, to a limited degree	X										X														2
Too many persons at post secondary level don't understand	X																								1
Yes		X			X	X	X		X			X	X	X	X	X				X	X			X	13
Especially when compatible with the Ohio Model		X																							1
Not as a political reality			X																						1
Limited by structure of old system			X																						1
Limited by constraints of the system				X																					1
Just beginning								X																	1
Difficult in small schools, if teacher does not buy in								X																	1
Difficult concept for academic teachers															X										1
Hasn't caught on at the college level																	X								1
More at the secondary level than at post secondary																				X					1
Need to explain how TCP fits into overall tech prep development																						X			1
Has been done for engineering tech																							X		1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep
Summary of Consortium Coordinator Interviews
5.b. How is the dovetailing with college and university program and graduation requirements?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Community College moving slowly toward integration of curriculum content	X													X											2
Very little change in other forms of instructional delivery	X																								1
No problem in typical postsecondary program		X																							1
Problems in specific programs-Allied Health		X					X																		2
History of collaboration between Sinclair and U. of Dayton big plus		X																							1
Accreditation Association has pushed for this			X																						1
Health science has had this for licensure			X																						1
Too early to tell				X							X				X	X						X			5
Committed to this, standards are very high																								X	1
Students who came to Marion Tech did not have retake courses					X																				1
D-base developed to identify competencies for each course						X																			1
Colleges are aware of the need																							X		1
Some 2-year schools far along							X																		1
Must master competencies in one course before moving onto next								X																	1
Higher education is the problem																	X								1
Not sure																				X					1
Had an earlier articulation agreement																					X				1
Do not want Associate Degree program shortened									X																1
Not a problem, no resistance to linking the competencies												X													1
Hard to do in academic subjects													X												1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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Ohio Tech Prep
Summary of Consortium Coordinator Interviews
6.a. Is this happening in your program? (integrated, coordinated curricula; unduplicated education; responsive to business and industry needs)

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Eventually this will happen	X																								1
Not a problem in engineering technologies		X																					X		2
More difficult in "corporate" programs		X																							1
Source of concern in Allied Health		X																							1
Manufacturing technology has program in place			X																						1
Try to keep business people involved beyond the TCP				X																					1
Students do not have to retake courses					X																				1
Yes, identifying competencies left out of programs						X																			1
Too early to tell, not yet							X		X		X				X		X								5
Yes, new program in fall is doing this								X																	1
Yes												X		X						X	X		X	X	6
To a degree, will continue to be duplicative instruction until all students have TP													X												1
Will be very difficult to put in place															X										1
Not applicable																X						X			2
Few changes have taken place at postsecondary level																				X					1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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**= Consortium that provided alternative information as an acceptable alternative to this question.

Ohio Tech Prep
Summary of Consortium Coordinator Interviews
6.b. How do you ensure that your program remains responsive to workforce and workplace needs?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Continue to involve business and industry in curricular decision	X				X																				2
Built-in updating and revisions of curriculum		X																X							2
Overlapping Advisory Committees, committee interaction			X										X				X						X	X	5
Year end review where teachers and practitioners exchange news				X								X					X				X				4
Good working relationship, much business involvement						X																			1
Participation of business and industry							X				X				X										3
Update TCP one year after new program begins								X																	1
Program not operating, used TCP process									X																1
Labor market survey before new programs												X													1
Not sure, plan to monitor effectiveness of curricular implementation														X											1
Not applicable																X						X			2

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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**= Consortium that provided alternative information as an acceptable alternative to this question.

Ohio Tech Prep
Summary of Consortium Coordinator Interviews
7. What do you consider the most important program accomplishments to date?

Open-Ended Responses	Consortia by Phase and Number																							Total
	Phase I						Phase II							Phase III							Phase IV				
	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Surviving	X																								1
Recognition of components in the consortium base that are foresighted		X																							1
Tech Prep programs up and running			X				X																X		3
Have made difference in how math and language arts is taught			X																						1
A demonstrated working partnership				X	X				X			X				X	X			X	X	X			9
Tech Prep Summer Camp for 9th graders					X																				1
Model for school-to work transition					X																				1
Career education						X																			1
Data base of competencies						X																			1
Changing the way teachers teach, teacher training						X			X		X					X									4
New degree program - Associate Degree								X																	1
Large consortium still exists															X										1
Begin initiative in 9th grade															X										1
Bringing local district leadership into the process															X										1
Labor market survey of entire horticulture industry in Ohio																					X				1
Students successfully completing one year											X														1
Coordinating with other systematic improvement efforts											X														1
Improved relationships between schools and businesses													X												1
Tech Prep has initiated changes in JVS and Community college														X											1
Students currently enrolled														X										X	2

Notes: See Exhibit 1 on Page 1-3 for consortium names.

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**= Consortium that provided alternative information as an acceptable alternative to this question.

Ohio Tech Prep
Summary of Consortium Coordinator Interviews
8. What are the things that most often get in your way?

	Consortia by Phase and Number																							
	Phase I						Phase II							Phase III							Phase IV				Total
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Responses
Lack of interest and support from higher ed	X						X																		2
Funding structure		X									X						X								3
Tradition		X		X																				X	3
Fear of change		X		X								X													3
Lack of time		X											X								X				3
Bureaucracy, "bean counting"			X																						1
Interruption of big tasks with small tasks			X																						1
Lack of resources - time, ideas, commitments, financial					X																				1
Lack of understanding					X																				1
Size of consortium															X										1
Emphasis on curriculum development																	X								1
No authority over anyone, hard to get people to participate																							X		1
Peoples perception of reality																				X					1
Handbook should have been developed by state for new coordinators																						X			1
Getting members together															X										1
Turf issues																X									1
Dis-incentive for getting involved in Tech Prep											X														1
State regulations												X													1
Not knowing where consortium is compared to where it should be														X											1
PSEO						X																			1
Lack of cooperation						X		X																	2
Lack of direction the first few years						X																			1
Teachers expect to be paid or receive credits for workshops									X																1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

*= Consortia that pilot-tested an earlier version of the interview instrument and, with the exception of #11 were not asked this question.

**= Consortium that provided alternative information as an acceptable alternative to this question.

Ohio Tech Prep
Summary of Consortium Coordinator Interviews
9. Is there anything else you feel I should have asked about your program that I did not.

	Consortia by Phase and Number																							Total
	Phase I						Phase II							Phase III								Phase IV				
Open-Ended Responses	1	2	3	4	5	6	7	8	9	10 *	11 *	12	13	14	15	16	17	18 **	19 *	20	21	22	23	24	# of Response
No	X	X			X	X					X														5
Tech Prep is eroding a number of systems, dealing with control issues			X																						1
Currently attract students from the two ends of the spectrum				X																					1
Is systematic change occurring at state level?							X																		1
How do you communicate changes from tech prep to the community							X																		1
Turnover rate among Tech Prep coordinators								X												X	X	X			4
Needs to be more sharing of what works - monthly coordinator meetings									X																1
Need to affect more students and teachers												X													1
Need to work more with the parents												X													1
No shared vision for the consortium													X												1
Need more guidance in data collection area														X											1
Equal state funding for large and small consortia															X										1
Bureaucracy - 6 month reports are useless																X									1
Will have systematic change when no longer think of as English, etc.																	X								1
Need more in-service training, cooperative learning experiences																							X		1
Feel we have some sense of where were going																								X	1

Notes: See Exhibit 1 on Page 1-3 for consortium names.

*= Consortia that pilot-tested an earlier version of the interview instrument and, with the exception of #11 were not asked this question.

**= Consortium that provided alternative information as an acceptable alternative to this question.

APPENDIX C

Findings From Interviews With 22 School District Representatives

CITY, LOCAL, OR EXEMPTED SCHOOL DISTRICT REPRESENTATIVE INTERVIEW RESULTS

N=22

1. Has your consortium developed a mission statement for Tech Prep?

No	0.0%
Yes	90.9
Don't know	9.1

2. If "Yes," how is that mission statement used by the consortium?

a. No use made of the statement	0.0%
b. To educate others about Tech Prep	65.0%
c. As a standard against which to evaluate proposed activities	50.0%
d. Other	20.0%

- As a guide to give direction to the consortium
- Guiding statement
- Marketing the program
- It is driving force-
- During Exec. Council meetings to stay focused.

3. How well do you understand (1 = low; 5 = high) the concept of Tech Prep in Ohio as implemented through your consortium?

1	0.0%
2	0.0
3	13.6
4	22.7
5	63.6

4. How supportive (1 = low; 5 = high) are you of that concept?

1	0.0%
2	0.0
3	0.0
4	9.1
5	90.9

5. How is your support expressed?

a. Attend consortium meetings	100.0%
b. Promote Tech Prep in speeches	81.8%
c. Talk about Tech Prep with co-workers	95.5%

d. Encourage integration of Tech Prep into other reform activities 86.4%
e. Encourage your staff to get involved in consortium activities 100.0%
f. Provide resources (cash or in-kind) for consortium activities 81.8%
g. Other 31.8%

- Speak outside district
- Provide model school
- Lab facilities, personnel
- So far haven't needed to provide resources
- Facilitate Perkins act-fiscal
- Consortium got state grant & made districts write grant proposals to them (for pilots). This created sense of ownership from the start.
- Watch for materials & read them

6. First, please assign a level of importance (1 = low; 5 = high) in column (1) to each of the Tech Prep purposes listed below. Then, in column (2), rank the top five in ascending order of priority (1 = lowest, 5 = highest).

(2) TOP FIVE (Mean Rank)	(1) LEVEL OF IMPORTANCE (Mean Level)	POSSIBLE PURPOSES OF TECH PREP
3.5	5.0	To produce a highly educated and qualified workforce that is responsive to the needs of business, industry, and labor
2.3	4.7	To provide expanded opportunities for all students
1.2	4.5	To promote real partnerships among secondary education, higher education, business/industry, and labor
0.4	4.3	To assist students to develop and use career planning skills
1.0	4.5	To provide higher level math, science, and communications competencies for the workplace
1.0	4.4	To provide occupational and employability competencies for the workplace
1.3	4.5	To provide advanced skills for technical occupations through a formal postsecondary experience
1.4	4.7	To foster systemic change throughout secondary and higher education
0.1	3.9	To foster diversity in education and the workplace
1.2	4.5	To foster the concept of life-long learning
1.3	4.5	To promote the use of effective teaching strategies

7. To date, how would you rate the value of your consortium's Tech Prep initiative to:

(a) Secondary students?

Of no value	0.0%
Of little value	18.2
Somewhat valuable	27.3
Very valuable	45.5
No Response	9.1

(b) Postsecondary students?

Of no value	9.1%
Of little value	18.2
Somewhat valuable	31.8
Very valuable	27.3
No Response	13.6

(c) Employers?

Of no value	4.5%
Of little value	4.5
Somewhat valuable	31.8
Very valuable	40.9
No Response	18.2

8. How long will it take for Tech Prep to become valuable to your consortium's:

a. Secondary students?

One year	9.1%
Two years	31.8
Three years	22.7
Four years	4.5
Five or more	4.5
Already very valuable	9.1
No Response	18.2

b. Postsecondary students?

One year	18.2%
Two years	9.1
Three years	18.2
Four years	9.1
Five or more	18.2
Already very valuable	4.5
No Response	22.7

c. Employers?

One year	0.0%
Two years	4.5
Three years	13.6
Four years	18.2
Five or more	22.7
Already very valuable	22.7
No Response	18.2

9. What kinds of systemic changes are already occurring in your consortium?

a. Don't know	0.0%
b. Competency-based vocational curricula are being established at the secondary level	72.7%
c. Competency-based vocational curricula are being established at the postsecondary level	50.0%
d. Competency-based academic curricula are being established at the secondary level	72.7%
e. Competency-based academic curricula are being established at the postsecondary level	31.8%
f. Academic and vocational instructional content is being integrated at the secondary level	63.6%
g. Academic and vocational instructional content is being integrated at the postsecondary level	27.3%
h. Secondary instruction is being made more experiential and context-specific	63.6%
i. Postsecondary instruction is being made more experiential and context-specific	27.3%
j. A "seamless" secondary/postsecondary curriculum is being implemented	31.8%
k. Educational reform initiatives in member institutions (K - Higher Education) are being coordinated through the consortium	40.9%

10. Does your consortium's Tech Prep initiative have any unique features?

No	22.7%
Yes	50.0
No Response	27.3

11. If "Yes," please describe. 100.0%

- (1) Leadership is exemplary (2) Support of Sinclair Comm. Calls.
- For less provincialism & much collaboration; high trust level; making steady progress.
- Big time math changes.
- Started w/Math-Only one's doing pharmacy tech-Did summer workshops w/math teachers from all over the state.

- Clustered occupations.
- Pilot program approach-People had to want the program or they wouldn't have applied.
- A highly respected consortium team.
- College supports.
- Coordination between one school district & JVSD to reduce duplication and avoid funding problem
- Collaboration & focus
- Students placed at PS site for instruction; innovative use of distance learning; screening process to ensure high caliber students.

12. How would you compare your consortium's Tech Prep initiative to other consortia in Ohio?

Weaker overall than most	0.0%
A little weaker than most	9.1
About the same	13.6
A little stronger than most	22.7
Stronger overall than most	45.5
Don't know	9.1

13. What is the level (1 = low; 5 = high) of involvement of your school district in the consortium?

1	4.5%
2	0.0
3	4.5
4	36.4
5	50.0
No Response	4.5

14. How involved are each of the following individuals from your school district in the consortium?

a. Superintendent

Not committed, no involvement	0.0%
Passive commitment, little involvement	4.5
Verbally committed, delegates involvement	31.8
Committed, actively involved	22.7
Very committed, providing leadership	36.4
No Response	4.5

b. Central office staff

Not committed, no involvement	13.6%
Passive commitment, little involvement	4.5
Verbally committed, delegates involvement	4.5
Committed, actively involved	40.9
Very committed, providing leadership	36.4

c. Principals (In schools with Tech Prep programs)

Not committed, no involvement	13.6%
Passive commitment, little involvement	0.0
Verbally committed, delegates involvement	4.5
Committed, actively involved	36.4
Very committed, providing leadership	45.5

d. Faculty (In schools with Tech Prep programs)

Not committed, no involvement	13.6%
Passive commitment, little involvement	9.1
Verbally committed, delegates involvement	9.1
Committed, actively involved	40.9
Very committed, providing leadership	27.3

e. Counselors (In schools with Tech Prep programs)

Not committed, no involvement	18.2%
Passive commitment, little involvement	0.0
Verbally committed, delegates involvement	13.6
Committed, actively involved	45.5
Very committed, providing leadership	22.7

15. Have you participated in state, regional, and/or national Tech Prep professional development conferences?

No	36.4%
Yes	50.0
No Response	13.6

16. How would you rate the value of these conferences?

Not worthwhile	50.0%
Somewhat worthwhile	13.6
Very worthwhile	36.4

17. What kinds of activities are performed by your Tech Prep Coordinator?

a. Provides overall leadership	90.9%
b. Promotes collaboration among members	77.3%
c. Organizes meetings and maintains appropriate records	81.8%
d. Coordinates all consortium activities	81.8%
e. Keeps Board members properly informed	81.8%
f. Publicizes Tech Prep	77.3%
g. Maintains all consortium fiscal records	40.9%

h.	Keeps consortium focused on its mission	86.4%
i.	Maintains liaison with state leaders	77.3%
j.	Other	13.6%

- Maintains a hign level of accessibility for trouble-shooting
- Train the trainer
- Program in math.

18. What are your Tech Prep Coordinator's greatest strengths?

a.	Knowledge of Tech Prep	22.7%
b.	Commitment to Tech Prep	50.0%
c.	Organizational skills	27.3%
d.	Ability to work through others	27.3%
e.	Record keeping	9.1%
f.	Ability to coordinate diverse activities	27.3%
g.	Leadership style	18.2%

- Collaborative, Supportive, organized, competent personable, go-after

h.	Other	13.6%

- Desire to see all students learn to the best of their ability.
- Keeping others informed
- He's persistent-follow through

19. What is your school district's experience with Total Quality Management (TQM), Total Quality Education (TQE), or Continuous Improvement (CI)?

No interest or commitment	45.5%
Top management interested, decision to implement pending	18.2
Top management committed, process being planned	13.6
Top management committed, process begun	13.6
Being implemented throughout organization	9.1

20. What contributions can your school system make to a consortium effort to implement TQM, TQE, or CI?

a.	No contribution	18.2%
b.	Provide staff as trainers	18.2%
c.	Training materials	9.1%
d.	Facilities	4.5%
e.	Reserve slots in on-going training programs	22.7%
f.	Provide staff to plan consortium's approach	27.3%

g. Other : 13.6%

- There is natural overlap because so many people are involved.
- So it's happening informally
- Several teams in the county are trained in this, but not because of T/P.
- Too early to tell-

21. What other questions should we have asked you about Tech Prep? 72.7%

- Tech Prep gives our kids another direction that's good for them (i.e. it gives them the academic skills that they were not getting through traditional vocational Education Programs
- What are the struggles to fund Tech Prep in a district such as yours?
- They are making progress-They are getting students from other schools
- OSU has provided consultant assistance-no way to let people know this has been very parative.
- What are biggest hurdles: Tend to be paradigms; When want change, people tend to apply both the new & the old rules. Let model projects break some of these rules. W/o this, TP won't be able to expand. Have to break overlapping rules & regulations.
- How will Tech Prep be funded?
- Governance aspects (Boards of Education)
- Believe it's a wonderful opportunity to provide other options for students
- He's committed his teachers to the program-wants to see it succeed.

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APPENDIX D

Findings From Interviews With 22 Joint Vocational Services District Representatives

JOINT VOCATIONAL SERVICE DISTRICT (JVSD) REPRESENTATIVE INTERVIEW RESULTS

N=22

1. Has your consortium developed a mission statement for Tech Prep?

No	0.0%
Yes	90.9
Don't know	9.1

2. If "Yes," how is that mission statement used by the consortium?

a. No use made of the statement	5.0%
b. To educate others about Tech Prep	55.0%
c. As a standard against which to evaluate proposed activities	70.0%
d. Other	5.0%

- Just recently adopted
- Followed State guidelines

3. How well do you understand (1 = low; 5 = high) the concept of Tech Prep in Ohio as implemented through your consortium?

1	0.0%
2	0.0
3	9.1
4	13.6
5	77.3

4. How supportive (1 = low; 5 = high) are you of that concept?

1	0.0%
2	0.0
3	4.5
4	0.0
5	95.5

5. How is your support expressed?

a. Attend consortium meetings	90.9%
b. Promote Tech Prep in speeches	77.3%
c. Talk about Tech Prep with co-workers	81.8%
d. Encourage integration of Tech Prep into other reform activities	59.1%
e. Encourage your staff to get involved in consortium activities	86.4%

f. Provide resources (cash or in-kind) for consortium activities 81.8%

g. Other 50.0%

- Offer manufacturing tech & electronics
- Encourage students into the program if they are brighter
- Scheduled a lot of visits for teachers to other schools, etc.
- She is heavily into it. The community is becoming more aware of it
- Two staff on externships applied academics; TCP
- Part of pilot activities w/beginning program; so working hard on curriculum development
- PR person at school promotes it
- Recruiting Student, Arts as a "clearing-house" for tech prep
- He doesn't like directions this tortium had gone
- As an example of promoting "Seamless" system of Education
- Steering Committee Membership
- One Grant Written

6. First, please assign a level of importance (1 = low; 5 = high) in column (1) to each of the Tech Prep purposes listed below. Then, in column (2), rank the top five in ascending order of priority (1 = lowest, 5 = highest).

(2) TOP FIVE (MEAN RANK)	(1) LEVEL OF IMPORTANCE (MEAN LEVEL)	POSSIBLE PURPOSES OF TECH PREP
3.2	4.9	To produce a highly educated and qualified workforce that is responsive to the needs of business, industry, and labor
1.5	4.2	To provide expanded opportunities for all students
1.7	4.6	To promote real partnerships among secondary education, higher education, business/industry, and labor
0.5	3.9	To assist students to develop and use career planning skills
1.4	4.5	To provide higher level math, science, and communications competencies for the workplace
1.0	4.2	To provide occupational and employability competencies for the workplace
1.1	4.7	To provide advanced skills for technical occupations through a formal postsecondary experience
2.1	4.8	To foster systemic change throughout secondary and higher education
0.2	3.7	To foster diversity in education and the workplace
0.4	3.7	To foster the concept of life-long learning
0.5	3.8	To promote the use of effective teaching strategies

7. To date, how would you rate the value of your consortium's Tech Prep initiative to:

(a) Secondary students?

Of no value	4.5%
Of little value	9.1
Somewhat valuable	50.0
Very valuable	27.3
No Response	9.1

(b) Postsecondary students?

Of no value	13.6%
Of little value	27.3
Somewhat valuable	22.7
Very valuable	13.6
No Response	22.7

(c) Employers?

Of no value	4.5%
Of little value	22.7
Somewhat valuable	31.8
Very valuable	18.2
No Response	22.7

8. How long will it take for Tech Prep to become valuable to your consortium's:

a. Secondary students?

One year	9.1%
Two years	40.9
Three years	4.5
Four years	13.6
Five or more	9.1
Already very valuable	4.5
No Response	18.2

b. Postsecondary students?

One year	0.0%
Two years	13.6
Three years	22.7
Four years	18.2
Five or more	13.6
Already very valuable	0.0
No Response	31.8

c. Employers?

One year	0.0%
Two years	9.1

Three years	9.1
Four years	22.7
Five or more	31.8
Already very valuable	4.5
No Response	22.7

9. What kinds of systemic changes are already occurring in your consortium?

a. Don't know	0.0%
b. Competency-based vocational curricula are being established at the secondary level	63.6%
c. Competency-based vocational curricula are being established at the postsecondary level	31.8%
d. Competency-based academic curricula are being established at the secondary level	54.5%
e. Competency-based academic curricula are being established at the postsecondary level	18.2%
f. Academic and vocational instructional content is being integrated at the secondary level	68.2%
g. Academic and vocational instructional content is being integrated at the postsecondary level	22.7%
h. Secondary instruction is being made more experiential and context-specific	59.1%
i. Postsecondary instruction is being made more experiential and context-specific	13.6%
j. A "seamless" secondary/postsecondary curriculum is being implemented	40.9%
k. Educational reform initiatives in member institutions (K - Higher Education) are being coordinated through the consortium	18.2%

10. Does your consortium's Tech Prep initiative have any unique features?

No	22.7%
Yes	54.5
No Response	22.7

11. If "Yes," please describe. 100.0%

- A good collaborative effort-
- The Auto Tech program - a really good and effective causation dissector
- Maybe, the openness of communication, accessibility of the director
- (1) Continuity and istency (2) See the need to bring resources to second level (3) Understand the total mission
- Exceptionally strong leadership (staff). Breaking down some of the tuff issues; students also are crossing districts
- This one is not putting in a "new" program but is upgrading what is being Cougles (?) & for general upgrading. Five VEPDs involved, each is different.
- Size-2 colleges, 47 schools. This has made things more difficult Since (?) things have been a little slow.

- Distance learning-Done a lot in a short time; strong business & industry involvement; a lot of participant input; Good publicity high quality students
- School-to-work component, i.e., automobile rentership.
- Small Size, Continuing funds and focus (JVs and Home Schools).
- Summer Intern Program for Academic Teachers to be at business and industry sites.
- Ninth (9th) and tenth (10th) grade math and communications.
- Large Regional base-breadth of offering impact n norms of students. Infusing rather than starting separate program. Tie al of VEPD's and P.S. in at this region together.
- Early focus on Teacher Training and in-service professional development and awareness activities.

12. How would you compare your consortium's Tech Prep initiative to other consortia in Ohio?

Weaker overall than most	9.1%
A little weaker than most	4.5
About the same	13.6
A little stronger than most	18.2
Stronger overall than most	40.9
Don't know	9.1
No Response	4.5

13. What is the level (1 = low; 5 = high) of involvement of your JVSD in the consortium?

1	0.0%
2	4.5
3	0.0
4	18.2
5	77.3

14. How involved are each of the following individuals from your JVSD in the consortium?

a. Superintendent

Not committed, no involvement	0.0%
Passive commitment, little involvement	9.1
Verbally committed, delegates involvement	9.1
Committed, actively involved	9.1
Very committed, providing leadership	72.7

b. Director

Not committed, no involvement	9.1%
Passive commitment, little involvement	0.0
Verbally committed, delegates involvement	9.1
Committed, actively involved	31.8
Very committed, providing leadership	50.0

c. Supervisors

Not committed, no involvement	18.2%
Passive commitment, little involvement	0.0
Verbally committed, delegates involvement	9.1
Committed, actively involved	36.4
Very committed, providing leadership	36.4

d. Faculty (Includes all JVSD faculty members)

Not committed, no involvement	4.5%
Passive commitment, little involvement	13.6
Verbally committed, delegates involvement	0.0
Committed, actively involved	54.5
Very committed, providing leadership	27.3

e. Counselors (Includes all JVSD faculty members)

Not committed, no involvement	4.5%
Passive commitment, little involvement	18.2
Verbally committed, delegates involvement	18.2
Committed, actively involved	40.9
Very committed, providing leadership	18.2

15. Have you participated in state, regional, or national Tech Prep professional development conferences?

No	18.2%
Yes	63.6
No Response	18.2

16. How would you rate the value of these conferences?

Not worthwhile	36.4%
Somewhat worthwhile	22.7
Very worthwhile	40.9

17. What kinds of activities are performed by your Tech Prep Coordinator?

a. Provides overall leadership	90.9%
b. Promotes collaboration among members	86.4%
c. Organizes meetings and maintains appropriate records	86.4%
d. Coordinates all consortium activities	90.9%
e. Keeps Board members properly informed	86.4%
f. Publicizes Tech Prep	77.3%
g. Maintains all consortium fiscal records	59.1%
h. Keeps consortium focused on its mission	81.8%

i.	Maintains liaison with state leaders	81.8%
j.	Other	13.6%

- Communication, Understanding of school's political structure
- Give strong leadership & curriculum development. They actively promote
- Active in bringing in resource people for inservice development.

18. What are your Tech Prep Coordinator's greatest strengths?

a.	Knowledge of Tech Prep	13.6%
b.	Commitment to Tech Prep	54.5%
c.	Organizational skills	50.0%
d.	Ability to work through others	13.6%
e.	Record keeping	0.0%
f.	Ability to coordinate diverse activities	0.0%
g.	Leadership style	27.3%

- Very open-keeps people informed
- Openness, appreciation of need for ongoing communications
- She can bring diverse people together to reach the goal.
- Collaborative/open/empowering
- Collaborative
- Includes organizational skills and ability to coordinate diverse activities (c and f).

h.	Other	9.1%

- Experience in vo-tech & w/business
- Keeping others informed

19. What is your JVSD's experience with Total Quality Management (TQM), Total Quality Education (TQE), or Continuous Improvement (CI)?

No interest or commitment	36.4%
Top management interested, decision to implement pending	13.6
Top management committed, process being planned	9.1
Top management committed, process begun	18.2
Being implemented throughout organization	22.7

20. What contributions can your JVSD make to a consortium effort to implement TQM, TQE, or CI?

a.	No contribution	13.6%
b.	Provide staff as trainers	27.3%
c.	Training materials	13.6%
d.	Facilities	27.3%

e. Reserve slots in on-going training programs 4.5%
f. Provide staff to plan consortium's approach 22.7%
g. Other 13.6%

- Definitely could help & provide leadership in a process
- No involved in TQM (JVSD is not.
- JVS would not be a front-runner but highly supportive

21. What other questions should we have asked you about Tech Prep? 63.6%

- Collaboration of all institutions is the most important thing quarried-There have been a lot of spin-offs. Used to be socials (?)-
- Was getting ready to retire when TP came along. The immigrated his interest in education. He is staying on. There students are the brightest he has had.
- There must be a real 2 & 2 program if meet the promise to students. If one student is not admitted at CCC, the whole program will fail.
- T/P is not voted, it gives voted a shot in the area-better program, better bids, higher quality training. Vast opportunities and up-grade the school-
- Curriculum development is strong and tuff issues have declined. Also, teachers are excited. Spending a lot of time on it/Will see systemic change
- Ross takes great advantage of state resources. Feel ortium is now moving; pleased w/ the TCP & how it work. Ready to pick up momentum-a lot more to be done. Want to get into more program areas (besides engineering)
- Problems: Trying to do a lot very fast. Salary schedule is weak. A lot of TP students might have been college prep.-maybe bright kids who are underachievers of some (?) schools a little skeptical.
- Given present educational structure can tech prep reach its goals for "neglected majority", due to financial limitations?
- His biggest concern is that tech prep here assumes students go on to the two year (2 year) associate degree and neglects the students who stop after high school. They need employable skills at time of HS graduation.
- State should support financially despite what federal money give or don't give. County office has done a wonderful job of putting in applied academics in 9th and 10th grade in this county is excellent and great preparation for kids to set into tech prep in Grade 11, but there is no Tech-Prep Program for them in the 11th Grade.
- What is the overall duration of Tech Prep funding in the future.
- What will be the impact of Tech Prep on ICP, career planning, etc.
- Ensure that teachers are adequately trained to teach applied Math/Science/English or whatever their area is.
- How well ortium is doing? How well state is doing? Is money well spent on Thinks they said They'd do in the Grant?; ask about Industry Involvement-(we've always had it here? BOR should be more forceful for systematic change, not just Lip Service. He heard that Trembel County put in a county wide math program using Tech Prep funds

APPENDIX E

Findings From Interviews With 24 Community/Technical College Representatives

COMMUNITY/TECHNICAL COLLEGE REPRESENTATIVE INTERVIEW RESULTS

N=24

1. Has your consortium developed a mission statement for Tech Prep?

No	16.7%
Yes	66.7
Don't know	16.7

2. If "Yes," how is that mission statement used by the consortium?

a. No use made of the statement	0.0%
b. To educate others about Tech Prep	62.5%
c. As a standard against which to evaluate proposed activities	37.5%
d. Other	37.5%

- If so, hasn't filtered down
- To Guide committee and members to make sure they are enting about TP.
- PC refers back to stay on track
- Haven't discussed that
- Trying to arrive at a common sense to ask selves to ask the "right question"
- They are moving towards a self assessment process. Still don't know what it all means (i.e. T/P)
- Believe this is an active document. Mission statement addresses seamless curriculum & this really the goal
- N/A-Because of differences in consor ortium area. Division statement is evolving

3. How well do you understand (1 = low; 5 = high) the concept of Tech Prep in Ohio as implemented through your consortium?

1	0.0%
2	0.0
3	8.3
4	33.3
5	58.3

4. How supportive (1 = low; 5 = high) are you of that concept?

1	0.0%
2	0.0
3	4.2
4	12.5
5	83.3

5. How is your support expressed?

a.	Attend consortium meetings	95.8%
b.	Promote Tech Prep in speeches	70.8%
c.	Talk about Tech Prep with co-workers	83.3%
d.	Encourage integration of Tech Prep into other reform activities	66.7%
e.	Encourage your staff to get involved in consortium activities	87.5%
f.	Provide resources (cash or in-kind) for consortium activities	83.3%
g.	Other	50.0%

- Space; refreshments; office space
- Space; donated equipment to schools in ortium.
- College was doing T/P stuff even before program was formalized and funded.
- Starting to provide resources for in-service training
- Give a lot of in-time planning TP among the college faculty.
- Fiscal agent to provide regular administrative services- providing space, logistical support, committee meeting space, targeted marketing- independent outreach services for their TP students.
- Secretarial services, office space, publicity materials.
- Moral support to staff
- Which are iderable talk about if w/secondary schools etc.
- Hosted T/P tele-conference mailings etc.
- Staff visits sites; offering scholarships to T/P students who come to State Technical Colleges
- Faculty involved in TCP process
- One of the original Grant Workers Has written & published on Tech Prep. Funded travel & TP meetings

6. First, please assign a level of importance (1 = low; 5 = high) in column (1) to each of the Tech Prep purposes listed below. Then, in column (2), rank the top five in ascending order of priority (1 = lowest, 5 = highest).

(2) TOP FIVE (MEAN RANK)	(1) LEVEL OF IMPORTANCE (MEAN LEVEL)	POSSIBLE PURPOSES OF TECH PREP
3.5	4.9	To produce a highly educated and qualified workforce that is responsive to the needs of business, industry, and labor
0.8	4.4	To provide expanded opportunities for all students
2.4	4.7	To promote real partnerships among secondary education, higher education, business/industry, and labor
0.6	4.0	To assist students to develop and use career planning skills
2.2	4.6	To provide higher level math, science, and communications competencies for the workplace
1.3	4.5	To provide occupational and employability competencies for the workplace
0.8	4.4	To provide advanced skills for technical occupations through a formal postsecondary experience
1.6	4.5	To foster systemic change throughout secondary and higher education
0.2	3.6	To foster diversity in education and the workplace
0.7	4.0	To foster the concept of life-long learning
1.1	4.4	To promote the use of effective teaching strategies

7. To date, how would you rate the value of your consortium's Tech Prep initiative to:

(a) Secondary students?

Of no value	0.0%
Of little value	8.3
Somewhat valuable	37.5
Very valuable	37.5
No Response	16.7

(b) Postsecondary students?

Of no value	4.2%
Of little value	16.7

Somewhat valuable	29.2
Very valuable	20.8
No Response	29.2

(c) Employers?

Of no value	16.7%
Of little value	8.3
Somewhat valuable	41.7
Very valuable	16.7
No Response	16.7

8. How long will it take for Tech Prep to become valuable to your consortium's:

a. Secondary students?

One year	4.2%
Two years	20.8
Three years	12.5
Four years	8.3
Five or more	16.7
Already very valuable	25.0
No Response	12.5

b. Postsecondary students?

One year	0.0%
Two years	12.5
Three years	29.2
Four years	16.7
Five or more	16.7
Already very valuable	8.3
No Response	16.7

c. Employers?

One year	0.0%
Two years	4.2
Three years	16.7
Four years	8.3
Five or more	50.0
Already very valuable	8.3
No Response	12.5

9. What kinds of systemic changes are already occurring in your consortium?

a. Don't know	4.2%
b. Competency-based vocational curricula are being established at the secondary level	79.2%
c. Competency-based vocational curricula are being established at the postsecondary level	70.8%

d. Competency-based academic curricula are being established at the secondary level	70.8%
e. Competency-based academic curricula are being established at the postsecondary level	62.5%
f. Academic and vocational instructional content is being integrated at the secondary level	62.5%
g. Academic and vocational instructional content is being integrated at the postsecondary level	41.7%
h. Secondary instruction is being made more experiential and context-specific	54.2%
i. Postsecondary instruction is being made more experiential and context-specific	50.0%
j. A "seamless" secondary/postsecondary curriculum is being implemented	58.3%
k. Educational reform initiatives in member institutions (K - Higher Education) are being coordinated through the consortium	37.5%

10. Does your consortium's Tech Prep initiative have any unique features?

No	25.0%
Yes	54.2
No Response	20.9

11. If "Yes," please describe. 92.3%

- Scholarship provided by Sinclair Community College for all Tech Prep secondary graduates.
- They may have got an earlier start-even before the money came along.
- They may have got an earlier start-even before the money came along.
- The relationship between the college and the high school
- Size- big group- if it can then singing in one voice. This can be a plus and a minus- not all members are actually involved and this affects attitudes.
- Size- its huge- a very effective collaboration between faculty and business in a very real commitment.
- Size-13 JVSPs-in a highly industrial area-includes "2-3 counties," urban & suburban
- Concept of satellite sites
- Eighth grade individual career plan in 1991 we were only one now all have it 9th & 10th grade pre-Tech Prep curve redevelopment in Math & English
- Went w/ pilots & allow students to go to the sites rather than having several sites.
- Beginning small & growing
- Large region
- Coordinates interaction with other groups & providing previously non existent in-service training
- Distance component; Horticulture variety of schools is not every i.e. Statewide service area

- In service training in place prior to program for students. Also very strong Business Industry Involvement/Also TV Advertising
- (1) A partner shys between two community colleges (2) Close collaboration between community colleges & high schools (3) 50-60 school districts in ortium.

12. How would you compare your consortium's Tech Prep initiative to other consortia in Ohio?

Weaker overall than most	4.2%
A little weaker than most	0.0
About the same	20.8
A little stronger than most	25.0
Stronger overall than most	45.8
Don't know	4.2

13. What is the level (1 = low; 5 = high) of involvement of your community/technical in the consortium?

1	0.0%
2	0.0
3	20.8
4	29.2
5	50.0

14. How involved are each of the following individuals from your community/technical in the consortium?

a. President/Chief Executive Officer

Not committed, no involvement	0.0%
Passive commitment, little involvement	4.2
Verbally committed, delegates involvement	29.2
Committed, actively involved	16.7
Very committed, providing leadership	50.0

b. Vice President for Academic Affairs

Not committed, no involvement	0.0%
Passive commitment, little involvement	4.2
Verbally committed, delegates involvement	8.3
Committed, actively involved	20.8
Very committed, providing leadership	66.7

c. Deans (In Schools/Divisions with Tech Prep Programs)

Not committed, no involvement	12.5%
Passive commitment, little involvement	4.2
Verbally committed, delegates involvement	4.2

Committed, actively involved	29.2
Very committed, providing leadership	50.0

d. Department Chair (In Departments with Tech Prep programs)

Not committed, no involvement	25.0%
Passive commitment, little involvement	4.2
Verbally committed, delegates involvement	16.7
Committed, actively involved	54.2
Very committed, providing leadership	0.0

e. Faculty (In Departments with Tech Prep programs)

Not committed, no involvement	4.2%
Passive commitment, little involvement	12.5
Verbally committed, delegates involvement	37.5
Committed, actively involved	41.7
Very committed, providing leadership	4.2

f. Counseling staff (Includes all counselors)

Not committed, no involvement	20.8%
Passive commitment, little involvement	12.5
Verbally committed, delegates involvement	33.3
Committed, actively involved	25.0
Very committed, providing leadership	8.3

15. Have you participated in state, regional, or national Tech Prep professional development conferences?

No	8.3%
Yes	75.0
No Response	16.7

16. How would you rate the value of these conferences?

Not worthwhile	33.3%
Somewhat worthwhile	33.3
Very worthwhile	33.3

17. What kinds of activities are performed by your Tech Prep Coordinator?

a. Provides overall leadership	87.5%
b. Promotes collaboration among members	95.8%
c. Organizes meetings and maintains appropriate records	91.7%
d. Coordinates all consortium activities	91.7%

e.	Keeps Board members properly informed	91.7%
f.	Publicizes Tech Prep	79.2%
g.	Maintains all consortium fiscal records	79.2%
h.	Keeps consortium focused on its mission	91.7%
i.	Maintains liaison with state leaders	91.7%
j.	Other	20.8%

- Keeps in close touch with state people and with Washington DC
- Working on local STW grant initiative & to more the consortium other areas; seeks additional funding
- Morale booster of group
- A lot w/K-12 professional development
- She (rear ?) the program to 10/94
- A lot of interaction w/faculty-generally run the program

18. What are your Tech Prep Coordinator's greatest strengths?

a.	Knowledge of Tech Prep	41.7%
b.	Commitment to Tech Prep	41.7%
c.	Organizational skills	45.8%
d.	Ability to work through others	25.0%
e.	Record keeping	4.2%
f.	Ability to coordinate diverse activities	12.5%
g.	Leadership style	8.3%
h.	Other	12.5%

- Calm determination
- Established network and credibility in vocational community and at state level.
- Developed by-laws, he writes well, self starter
- Very often to crediting partnerships and working with other programs very protective of the program. Not heavy on overhead- runs a very lean operation. Very focused on opportunities.
- They have been able to keep a balance among the partners. Make it a really positive entity

19. What is your community/technical college's experience with Total Quality Management (TQM), Total Quality Education (TQE), or Continuous Improvement (CI)?

No interest or commitment	37.5%
Top management interested, decision to implement pending	8.3
Top management committed, process being planned	4.2
Top management committed, process begun	33.3
Being implemented throughout organization	16.7

20. What contributions can your community/technical colleges make to a consortium effort to implement TQM, TQE, or CI?

a.	No contribution	8.3%
b.	Provide staff as trainers	33.3%
c.	Training materials	29.2%
d.	Facilities	25.0%
e.	Reserve slots in on-going training programs	12.5%
f.	Provide staff to plan consortium's approach	29.2%
g.	Other	20.8%

- Hasn't thought about it but have a very structured program.
- By doing it-empowering people, use data & make decision, etc.-just do it!
- There are prices that are merely appropriate, but it would be difficult to implement a full process.
- TP to yet part of institution's TQM process

21. What other questions should we have asked you about Tech Prep? 70.8%

- Is T/P tied too closely to vo-tech and not was really talking about the forgotten majority-those in the middle.
- Focus has been on the high school-for most administrators, TP is not the thing they spent most time on. Most rely on the director for much of what's done. Have a number of big and committed participants, which is really good, but they must have time. Fundamental change will be in two years.
- TP is best of both worlds: a technical skill and a college degree. Also, for four-year grads who are coming back to get redirected.
- I have as many students as would like (60). Cleveland City Schools go not participate and they graduate the most. There is a real hole because if them. Trying to work this out. However had as much business assistance as would like, e.g., in the form of scholarships, etc. Still confused in Ohio about relationships of TP to STW -competing funding and agencies. This draws energy from the problem. Need coordination at state level had don't have it yet. They do have strong school commitment but much dicing or loose it. At the point where they have to prove the program- and get the word out, coordinate, etc.
- Marketing & promotion what kinds of help are you getting from Ohio Department of Education (excluding Vo-Ed).
- Jack Lenz leadership excellent but Ohio Department of Education not promoting Tech Prep to superintendents
- Concerned about how it's funded. Those who would be in the general ed. track in high school-feels these are being missed, as T/P is concentrated in unc (?) schools & not available in regular high schools. Also, it's a very slow moving places. Also, how is STW (School to work) quiz to fill in to this?
- What is TP's future given what's going on nationally. People still see it as a fad that will go away - We're doing "Tech Prep" instead of thinking about the things we want to accomplish - Still-not sure students are being

properly prepared TQM is based on trust, but don't see a lot of trust.

- Where will School-to-work fit within Tech Prep?
- The state needs to be aware of some of the restraints, especially in health area; the accredibility agencies in health care are very rigid. This hinders adaptation to T/P at institutional level-
- How do you drive systemic change to state and federal regulatory bodies?
- Relationship's between JVSD & 2 year colleges Not a strong state-wide comm. college system
- Need a plan to keep Tech Prep going even if Fed $ are not there.
- Ohio has a rigid frame work w/i which to work - this restricts systematic change. "Reigning in the horses too much." Need to let relationships build and flow - why must they work through career center? why not directly w/ high school college prep?
- Need more $ support from state to fund Tech Prep just like they fund other programs. Need more state-level publicity especially making the average tender aware of Tech-Prep.
- As a college, they are committed to it. It's still early; they're still trying for faculty buy in. Would like to see it happen a little faster, but optimistic.

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APPENDIX F

Findings From Interviews with Nine Four-Year University Representatives

FOUR-YEAR UNIVERSITY REPRESENTATIVE INTERVIEW RESULTS

N=9

1. Has your consortium developed a mission statement for Tech Prep?

No	11.1%
Yes	55.6
Don't know	11.1
No Response	22.2

2. If "Yes," how is that mission statement used by the consortium?

a. No use made of the statement	0.0%
b. To educate others about Tech Prep	80.0%
c. As a standard against which to evaluate proposed activities	100.0%
d. Other	100.0%

3. How well do you understand (1 = low; 5 = high) the concept of Tech Prep in Ohio as implemented through your consortium?

1	0.0%
2	0.0
3	0.0
4	44.4
5	44.4
No Response	11.1

4. How supportive (1 = low; 5 = high) are you of that concept?

1	0.0%
2	0.0
3	0.0
4	0.0
5	88.9
No Response	11.1

5. How is your support expressed?

a. Attend consortium meetings	77.8%
b. Promote Tech Prep in speeches	55.6%
c. Talk about Tech Prep with co-workers	55.6%
d. Encourage integration of Tech Prep into other reform activities	55.6%
e. Encourage your staff to get involved in consortium activities	66.7%
f. Provide resources (cash or in-kind) for consortium activities	44.4%
g. Other	22.2%

- Helped write the grant Now is fiscal officer
- Provide a lot of in-kind services

6. First, please assign a level of importance (1 = low; 5 = high) in column (1) to each of the Tech Prep purposes listed below. Then, in column (2), rank the top five in ascending order of priority (1 = lowest, 5 = highest).

(2) TOP FIVE (MEAN RANK)	(1) LEVEL OF IMPORTANCE (MEAN LEVEL)	POSSIBLE PURPOSES OF TECH PREP
2.1	4.7	To produce a highly educated and qualified workforce that is responsive to the needs of business, industry, and labor
0.6	4.1	To provide expanded opportunities for all students
1.7	5.0	To promote real partnerships among secondary education, higher education, business/industry, and labor
0.0	4.4	To assist students to develop and use career planning skills
1.0	4.5	To provide higher level math, science, and communications competencies for the workplace
1.2	4.3	To provide occupational and employability competencies for the workplace
1.2	g 4.6	To provide advanced skills for technical occupations through a formal postsecondary experience
1.8	4.7	To foster systemic change throughout secondary and higher education
0.3	4.5	To foster diversity in education and the workplace
0.8	4.5	To foster the concept of life-long learning
1.3	4.7	To promote the use of effective teaching strategies

7. To date, how would you rate the value of your consortium's Tech Prep initiative to:

(a) Secondary students?

Of no value	0.0%
Of little value	22.2
Somewhat valuable	22.2
Very valuable	44.4
No Response	11.1

(b) Postsecondary students?

Of no value	0.0%
Of little value	0.0
Somewhat valuable	33.3
Very valuable	55.6
No Response	11.1

(c) Employers?

Of no value	0.0%
Of little value	11.1
Somewhat valuable	33.3
Very valuable	44.4
No Response	11.1

8. How long will it take for Tech Prep to become valuable to your consortium's:

a. Secondary students?

One year	11.1%
Two years	33.3
Three years	22.2
Four years	0.0
Five or more	11.1
Already very valuable	11.1
No Response	11.1

b. Postsecondary students?

One year	11.1%
Two years	22.2
Three years	22.2
Four years	11.1
Five or more	22.2
Already very valuable	0.0
No Response	11.1

c. Employers?

One year	11.1%
Two years	22.2
Three years	0.0
Four years	11.1
Five or more	0.0
Already very valuable	44.4
No Response	11.1

9. What kinds of systemic changes are already occurring in your consortium?

a. Don't know	11.1%
b. Competency-based vocational curricula are being established at the secondary level	55.6%
c. Competency-based vocational curricula are being established at the postsecondary level	33.3%
d. Competency-based academic curricula are being established at the secondary level	44.4%
e. Competency-based academic curricula are being established at the postsecondary level	22.2%
f. Academic and vocational instructional content is being integrated at the secondary level	55.6%
g. Academic and vocational instructional content is being integrated at the postsecondary level	11.1%
h. Secondary instruction is being made more experiential and context-specific	44.4%
i. Postsecondary instruction is being made more experiential and context-specific	33.3%
j. A "seamless" secondary/postsecondary curriculum is being implemented	11.1%
k. Educational reform initiatives in member institutions (K - Higher Education) are being coordinated through the consortium	33.3%

10. Does your consortium's Tech Prep initiative have any unique features?

No	22.2%
Yes	77.8
	100.0%

11. If "Yes," please describe.

- Four-year link is to a private university
- Teacher internships
- Applied Academics in 9th and 10th grade whereas others began with the occupational courses
- Provide opportunity to train secondary faculty prior to program implementation
- Distance learning piece - This could become a model, or best practice
- Integration of various technologies - electronics computers, robotics, mechanical, conditional (?) across the curriculum; distance learning bringing industrial experiences into the classroom
- Distance learning component

12. How would you compare your consortium's Tech Prep initiative to other consortia in Ohio?

Weaker overall than most	0.0%
A little weaker than most	22.2

About the same	22.2
A little stronger than most	0.0
Stronger overall than most	33.3
Don't know	11.1
No Response	11.1

13. What is the level (1 = low; 5 = high) of involvement of your institution in the consortium?

1	0.0%
2	22.2
3	0.0
4	33.3
5	44.4

14. How involved are each of the following individuals from your institution in the consortium?

a. President/Chief Executive Officer

Not committed, no involvement	11.1%
Passive commitment, little involvement	0.0
Verbally committed, delegates involvement	55.6
Committed, actively involved	22.2
Very committed, providing leadership	11.1

b. Provost

Not committed, no involvement	22.2%
Passive commitment, little involvement	0.0
Verbally committed, delegates involvement	33.3
Committed, actively involved	44.4
Very committed, providing leadership	0.0

c. Deans (In Schools/Divisions with Tech Prep Programs)

Not committed, no involvement	0.0%
Passive commitment, little involvement	11.1
Verbally committed, delegates involvement	0.0
Committed, actively involved	44.4
Very committed, providing leadership	44.4

d. Department Chair (In Departments with Tech Prep programs)

Not committed, no involvement	11.1%
Passive commitment, little involvement	0.0
Verbally committed, delegates involvement	22.2
Committed, actively involved	11.1
Very committed, providing leadership	55.6

e. Faculty (In Departments with Tech Prep programs)

Not committed, no involvement	0.0%
Passive commitment, little involvement	11.1
Verbally committed, delegates involvement	11.1
Committed, actively involved	33.3
Very committed, providing leadership	44.4

f. Counselors (Includes all counselors)

Not committed, no involvement	33.3%
Passive commitment, little involvement	0.0
Verbally committed, delegates involvement	11.1
Committed, actively involved	33.3
Very committed, providing leadership	22.2

15. Have you participated in state, regional, or national Tech Prep professional development conferences?

No	77.8%
Yes	22.2

16. How would you rate the value of these conferences?

Not worthwhile	22.2%
Somewhat worthwhile	11.1
Very worthwhile	66.7

17. What kinds of activities are performed by your Tech Prep Coordinator?

a. Provides overall leadership	88.9%
b. Promotes collaboration among members	77.8%
c. Organizes meetings and maintains appropriate records	88.9%
d. Coordinates all consortium activities	88.9%
e. Keeps Board members properly informed	88.9%
f. Publicizes Tech Prep	88.9%
g. Maintains all consortium fiscal records	44.4%
h. Keeps consortium focused on its mission	77.8%
i. Maintains liaison with state leaders	88.9%
j. Other	22.2%

- Very articulate & goal oriented-focuses energy on tangible results.
- Out in the community & in the schools

18. What are your Tech Prep Coordinator's greatest strengths?

a. Knowledge of Tech Prep	33.3%
b. Commitment to Tech Prep	66.7%
c. Organizational skills	0.0%
d. Ability to work through others	22.2%
e. Record keeping	0.0%
f. Ability to coordinate diverse activities	11.1%
g. Leadership style	22.2%
h. Other	0.0%

- Enthusiasm
- Calm, confident under fire

19. What is your institution's experience with Total Quality Management (TQM), Total Quality Education (TQE), or Continuous Improvement (CI)?

No interest or commitment	22.2%
Top management interested, decision to implement pending	11.1
Top management committed, process being planned	11.1
Top management committed, process begun	44.4
Being implemented throughout organization	11.1

20. What contributions can your institution make to a consortium effort to implement TQM, TQE, or CI?

a. No contribution	22.2%
b. Provide staff as trainers	22.2%
c. Training materials	22.2%
d. Facilities	44.4%
e. Reserve slots in on-going training programs	33.3%
f. Provide staff to plan consortium's approach	33.3%
g. Other	11.1%

- If had people would involve

21. What other questions should we have asked you about Tech Prep? 77.8%

- Probe why Higher Ed folks & others rank order the possible purposes of Tech Prep on page 2.
- Where is the State going w/Tech Prep? How can we expand this to our other regional campuses of the Kent State Univ. System. 7 regional campuses altogether (but technical programs @ 6 of the 7.
- Should be Outcome Based @ State Level for decisions of go/no go for constitutionalization.

- State should institutionalize Tech Prep not just rely on Grant Resources. Give Top Priority to Tech Prep by 2+4 year institutions & State Board of Education. Business and Industry needs to be brought in more aggressively Statewide–need Statewide awareness.
- They've been able to build on experience of others - so, while funded later they've been quicker out of the gate. The main occupies (?) is very supportive of this branch initiative. Feels good about this ortium & how it is working. Paul has been able to implement. There always are tuff matters, but they've been able to get beyond than a lot of people still don't understand TP-We need to do more to inform them. This is what stays most w/her is terms of a need. We still have an education job & should reward that. We have to also start earlier w/the schools. Because KSU has 3 regional campus, they are seeing more connocability (?) - engineering technology - want to find ways to link & enhance each others programs. Has the state thought about this? Would like to look back at a model-others models. Have a lot of synergy for them
- Very heavily involved-dedicating a computer lab, robotics, etc. to the program See this as a wide-open opportunity. This is guiding the excitement & commitment? They'd like to have better students & TP promises to provide them.
- Community commitment is very good-outstanding commitment from ortium members.

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APPENDIX G

Findings From Interviews With 20 Business/Industry Representatives

BUSINESS/INDUSTRY REPRESENTATIVE INTERVIEW RESULTS

N=20

1. Has your consortium developed a mission statement for Tech Prep?

No	5.0%
Yes	95.0

2. If "Yes," how is that mission statement used by the consortium?

a. No use made of the statement	0.0%
b. To educate others about Tech Prep	52.6%
c. As a standard against which to evaluate proposed activities	42.1%
d. Other	15.8%

- Use it to stay focused
- The touchstone for the program
- A working document
- To guide what it is doing & how working on the program-a planning guide.
- Visionary - to bring people together in a concentrated effort.

3. How well do you understand (1 = low; 5 = high) the concept of Tech Prep in Ohio as implemented through your consortium?

1	0.0%
2	0.0
3	25.0
4	35.0
5	40.0

4. How supportive (1 = low; 5 = high) are you of that concept?

1	0.0%
2	0.0
3	5.0
4	15.0
5	80.0

5. How is your support expressed?

a. Attend consortium meetings	100.0%
b. Promote Tech Prep in speeches	60.0%
c. Talk about Tech Prep with co-workers	90.0%

d. Encourage integration of Tech Prep into other reform activities 45.0%
e. Encourage your staff to get involved in consortium activities 60.0%
f. Provide resources (cash or in-kind) for consortium activities 65.0%
g. Other 15.0%

- Tours of his facility
- Will probably provide tangible help-scholarships
- Management is very supportive as well. Speeches at annual T/P meetings
- Medical explorer groups to pursue career options for kids. Try to stay up to date on business tie-in programs.
- A place for externships for teachers
- Will provide more in time

6. First, please assign a level of importance (1 = low; 5 = high) in column (1) to each of the Tech Prep purposes listed below. Then, in column (2), rank the top five in ascending order of priority (1 = lowest, 5 = highest).

(2) TOP FIVE (MEAN RANK)	(1) LEVEL OF IMPORTANCE (MEAN LEVEL)	POSSIBLE PURPOSES OF TECH PREP
3.6	4.9	To produce a highly educated and qualified workforce that responsive to the needs of business, industry, and labor
1.4	4.2	To provide expanded opportunities for all students
1.9	4.4	To promote real partnerships among secondary education, higher education, business/industry, and labor
0.4	3.9	To assist students to develop and use career planning skills
1.9	4.5	To provide higher level math, science, and communications competencies for the workplace
2.1	4.6	To provide occupational and employability competencies for the workplace
1.6	4.5	To provide advanced skills for technical occupations through a formal postsecondary experience
0.4	3.8	To foster systemic change throughout secondary and higher education
0.0	3.4	To foster diversity in education and the workplace
1.1	3.9	To foster the concept of life-long learning
0.4	3.9	To promote the use of effective teaching strategies

7. To date, how would you rate the value of your consortium's Tech Prep initiative to:

(a) Secondary students?

Of no value	0.0%
Of little value	20.0
Somewhat valuable	25.0
Very valuable	50.0
No Response	5.0

(b) Postsecondary students?

Of no value	5.0%
Of little value	30.0
Somewhat valuable	25.0
Very valuable	25.0
No Response	15.0

(c) Employers?

Of no value	10.0%
Of little value	15.0
Somewhat valuable	40.0
Very valuable	25.0
No Response	10.0

8. How long will it take for Tech Prep to become valuable to your consortium's:

a. Secondary students?

One year	0.0%
Two years	25.0
Three years	10.0
Four years	10.0
Five or more	5.0
Already very valuable	10.0
No Response	40.0

b. Postsecondary students?

One year	5.0%
Two years	10.0
Three years	20.0
Four years	15.0
Five or more	10.0
Already very valuable	0.0
No Response	40.0

c. Employers?

One year	0.0%
Two years	10.0
Three years	40.0
Four years	10.0
Five or more	10.0
Already very valuable	5.0
No Response	25.0

9. Does your consortium's Tech Prep initiative have any unique features?

No	30.0%
Yes	35.0
No Response	35.0

10. If "Yes," please describe. 100.0%

- Teacher internships
- Huge-Covering entire labor market area in a intent manner
- The involvement of math & science teachers also TP competency-TCP-that process was done well-This is too time consuming but powerful
- Being led by the business community rather than education. This may be unique in times of degree. Working to get more industrious involved in Akron area
- No more than others; but they do have some good players. Employers can't afford failures, including education failures
- Doing what is the right way-involving the right people
- The engineering aspects

11. How would you compare your consortium's Tech Prep initiative to other consortia in Ohio?

Weaker overall than most	0.0%
A little weaker than most	0.0
About the same	10.0
A little stronger than most	15.0
Stronger overall than most	35.0
Don't know	25.0
No Response	15.0

12. What is the level (1 = low; 5 = high) of involvement of your business/industry in the consortium?

1	5.0%
2	5.0
3	10.0
4	25.0
5	55.0

13. How involved are each of the following individuals from your business/industry in the consortium?

a. President/Chief Executive Officer

Not committed, no involvement	20.0%
Passive commitment, little involvement	5.0
Verbally committed, delegates involvement	25.0
Committed, actively involved	5.0
Very committed, providing leadership	40.0
No Response	5.0

b. Vice President for Operations

Not committed, no involvement	50.0%
Passive commitment, little involvement	5.0
Verbally committed, delegates involvement	15.0
Committed, actively involved	5.0
Very committed, providing leadership	25.0

c. Plant Manager

Not committed, no involvement	75.0%
Passive commitment, little involvement	0.0
Verbally committed, delegates involvement	10.0
Committed, actively involved	5.0
Very committed, providing leadership	10.0

d. Personnel Director

Not committed, no involvement	45.0%
Passive commitment, little involvement	5.0
Verbally committed, delegates involvement	5.0
Committed, actively involved	25.0
Very committed, providing leadership	15.0
No Response	5.0

14. Have you participated in state, regional, or national Tech Prep professional development conferences?

No	55.0%
Yes	30.0
No Response	15.0

15. How would you rate the value of these conferences?

Not worthwhile	65.0%
Somewhat worthwhile	15.0
Very worthwhile	15.0
No Response	5.0

16. What kinds of activities are performed by your Tech Prep Coordinator? (Check all that apply.)

a. Provides overall leadership	80.0%
b. Promotes collaboration among members	80.0%
c. Organizes meetings and maintains appropriate records	95.0%
d. Coordinates all consortium activities	80.0%
e. Keeps Board members properly informed	85.0%
f. Publicizes Tech Prep	60.0%
g. Maintains all consortium fiscal records	55.0%
h. Keeps consortium focused on its mission	80.0%
i. Maintains liaison with state leaders	75.0%
j. Other	10.0%

- Learner w/ Civic, lessons (?) & Chamber of Commerce reps
- Panel meetings on TP for counselors, etc. to inform them. But all are learning
- Communicates good clear - also listens well & accepts suggestions

17. What are your Tech Prep Coordinator's greatest strengths? (Check two.)

a. Knowledge of Tech Prep	35.0%
b. Commitment to Tech Prep	60.0%
c. Organizational skills	30.0%
d. Ability to work through others	15.0%
e. Record keeping	0.0%
f. Ability to coordinate diverse activities	30.0%
g. Leadership style	10.0%
h. Other	5.0%

- Infectious Enthusiasm & ability to simplify complex concepts
- She is more like a coach than a director
- Establish a good educational network

18. What is your business/industry's experience with Total Quality Management (TQM), Total Quality Education (TQE), or Continuous Improvement (CI)?

No interest or commitment	15.0%
Top management interested, decision to implement pending	5.0

Top management committed, process being planned	10.0
Top management committed, process begun	10.0
Being implemented throughout organization	60.0

19. What contributions can your business/industry make to a consortium effort to implement TQM, TQE, or CI?

a. No contribution	10.0%
b. Provide staff as trainers	40.0%
c. Training materials	35.0%
d. Facilities	30.0%
e. Reserve slots in on-going training programs	40.0%
f. Provide staff to plan consortium's approach	30.0%
g. Other	25.0%

- Sharing what has worked
- Plant tours
- Feel they will do to whatever extent required
- Probably will see a lot of involvement
- Don't do this, but believe they could & would if asked

20. What other questions should we have asked you about Tech Prep? 70.0%

- Could you make effective use of additional funding? Yes
- How will Tech Prep funded in the future?
- What are opportunity areas? What did you learn along the way?
- Will funding continue or just a passing fancy?
- Need big PR Efforts to left those w/o kids in school know what its all about so that they'd support it.
- Has your ortium's initiative changed any attitudes?
- Is it going to succeed? Yes, although funding may be a problem. We'll get around it
- What impact do you expect Tech Prep to have? Shows a remarkable understanding of Tech Prep process
- Started slow, but picked up speed. This ortium has a broad geographical system-Will be hard to market to get kids to come from outlying areas to KSU-NP-Distance learning is essential.
- Due to the major tasks is promotion & marketing-need to get the word out. The TP program is a treacherous opportunity for student & industry-it's a win-minus situation. considers himself a real believer.
- Nobody thinks about the student-industry wants "good workers," fiscal growth wants money; Educators want FTE (?)- Now this seems to be changing in #7-Now always think of student's needs instead of other stake holders!

- Still in the infancy stage, but it is rewarding to see what is happening. Wants to use students for feed back and to counsel other students.
- Just got involved, so not there from conception. But feel it's going in the right direction. Have no problems w/it. Worries about duplication in education, so needs more time to see if it will work.

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APPENDIX H

Findings From Interview With 11 Labor Representatives

LABOR REPRESENTATIVE INTERVIEW RESULTS
N=11

1. Has your consortium developed a mission statement for Tech Prep?

No	0.0%
Yes	72.7
Don't Know	27.3

2. If "Yes," how is that mission statement used by the consortium?

a. No use made of the statement	0.0%
b. To educate others about Tech Prep	25.0
c. As a standard against which to evaluate proposed activities	50.0
d. Other	12.5

- This helps focus
- It is the center of what happen

3. How well do you understand (1 = low; 5 = high) the concept of Tech Prep in Ohio as implemented through your consortium?

1	0.0%
2	0.0
3	45.5
4	27.3
5	27.3

4. How supportive (1 = low; 5 = high) are you of that concept?

1	0.0%
2	0.0
3	18.2
4	9.1
5	72.7

5. How is your support expressed?

a. Attend consortium meetings	100.0%
b. Promote Tech Prep in speeches	45.5
c. Talk about Tech Prep with co-workers	72.7
d. Encourage integration of Tech Prep into other reform activities	27.3
e. Encourage your staff to get involved in consortium activities	45.5
f. Provide resources (cash or in-kind) for consortium activities	36.4
g. Other	27.3

- Brochure distribution, TCP participation.
- Keep TP staff reminded that JTPA clients need to be accommodated in TP.
- Consortium Coordinator brought in to talk about TP ???careers.
- Helping develop the Sec. Program.
- Did provide a dinner for the members, materials, etc.

6. First, please assign a level of importance (1 = low; 5 = high) in column (1) to each of the Tech Prep purposes listed below. Then, in column (2), rank the top five in ascending order of priority (1 = lowest, 5 = highest).

(2) TOP FIVE (MEAN RANK)	(1) LEVEL OF IMPORTANCE (MEAN LEVEL)	POSSIBLE PURPOSES OF TECH PREP
4.7	5.0	To produce a highly educated and qualified workforce that is responsive to the needs of business, industry, and labor
0.4	4.4	To provide expanded opportunities for all students
2.6	4.5	To promote real partnerships among secondary education, higher education, business/industry, and labor
1.3	4.3	To assist students to develop and use career planning skills
2.5	4.6	To provide higher level math, science, and communications competencies for the workplace
1.4	4.6	To provide occupational and employability competencies for the workplace
0.6	4.2	To provide advanced skills for technical occupations through a formal postsecondary experience
0.4	3.8	To foster systemic change throughout secondary and higher education
0.6	3.8	To foster diversity in education and the workplace
0.3	3.9	To foster the concept of life-long learning
0.2	3.8	To promote the use of effective teaching strategies

7. To date, how would you rate the value of your consortium's Tech Prep initiative to:

(a) Secondary students?

Of no value	18.2%
Of little value	9.1

Somewhat valuable	36.4
Very valuable	36.4

(b) Postsecondary students?

Of no value	45.5%
Of little value	18.2
Somewhat valuable	9.1
Very valuable	18.2
No Response	9.1

(c) Employers?

Of no value	45.5%
Of little value	9.1
Somewhat valuable	9.1
Very valuable	36.4

8. How long will it take for Tech Prep to become valuable to your consortium's:

a. Secondary students?

One year	0.0%
Two years	36.4
Three years	18.2
Four years	9.1
Five or more	18.2
Already very valuable	9.1
No Response	9.1

b. Postsecondary students?

One year	0.0%
Two years	9.1
Three years	9.1
Four years	45.5
Five or more	18.2
Already very valuable	9.1
No Response	9.1

c. Employers?

One year	9.1%
Two years	18.2
Three years	9.1
Four years	0.0
Five or more	45.5
Already very valuable	9.1
No Response	9.1

9. Does your consortium's Tech Prep initiative have any unique features?

No	63.6%
Yes	27.3
No Response	9.1

10. If "Yes," please describe. 66.7%

- Instill awareness of education among young in "green" industry.
- Externships really a good idea but not sure if it's unique. Involving employers in the planning.
- Stress on work ethic.
- He's interested in getting students into the work place - he's waiting for them to reach that point.
- Union contracts will need to be worked through.
- Lot different from vocational
- Really don't know what others are doing.
- Helping develop the Sec. Program.
- Really don't know what others are doing.

11. How would you compare your consortium's Tech Prep initiative to other consortia in Ohio?

Weaker overall than most	0.0%
A little weaker than most	9.1
About the same	18.2
A little stronger than most	9.1
Stronger overall than most	18.2
Don't know	27.3
No Response	18.2

12. What is the level (1 = low; 5 = high) of involvement of your labor union the consortium?

1	18.2%
2	9.1
3	18.2
4	36.4
5	9.1
No Response	9.1

13. How involved are each of the following individuals from your labor union in the consortium?

a. Local Union President

Not committed, no involvement	27.3%

Passive commitment, little involvement	27.3
Verbally committed, delegates involvement	18.2
Committed, actively involved	9.1
Very committed, providing leadership	18.2

b. Local Union Staff

Not committed, no involvement	9.1%
Passive commitment, little involvement	18.2
Verbally committed, delegates involvement	9.1
Committed, actively involved	27.3
Very committed, providing leadership	36.4

c. Rank and File Membership

Not committed, no involvement	45.5%
Passive commitment, little involvement	36.4
Verbally committed, delegates involvement	9.1
Committed, actively involved	0.0
Very committed, providing leadership	9.1

14. Have you participated in state, regional, or national Tech Prep professional development conferences?

No	63.6%
Yes	18.2
No Response	18.2

15. How would you rate the value of these conferences?

Not worthwhile	90.9%
Somewhat worthwhile	0.0
Very worthwhile	9.1

16. What kinds of activities are performed by your Tech Prep Coordinator?

a. Provides overall leadership	81.8%
b. Promotes collaboration among members	72.7%
c. Organizes meetings and maintains appropriate records	72.7%
d. Coordinates all consortium activities	72.7%
e. Keeps Board members properly informed	81.8%
f. Publicizes Tech Prep	63.6%
g. Maintains all consortium fiscal records	54.5%
h. Keeps consortium focused on its mission	72.7%
i. Maintains liaison with state leaders	72.7%
j. Other	9.1%

Actively recruit youth for the program - otherwise would not happen.

17. What are your Tech Prep Cocrdinator's greatest strengths?

a. Knowledge of Tech Prep	9.1%
b. Commitment to Tech Prep	18.2%
c. Organizational skills	9.1%
d. Ability to work through others	45.5%
e. Record keeping	0.0%
f. Ability to coordinate diverse activities	9.1%
g. Leadership style	9.1%

- Good problem solver

h. Other 9.1%

- Keeping group focused

18. What is your labor union's experience with Total Quality Management (TQM), Total Quality Education (TQE), or Continuous Improvement (CI)?

No interest or commitment	27.3%
Top management interested, decision to implement pending	27.3
Top management committed, process being planned	0.0
Top management committed, process begun	18.2
Being implemented throughout organization	27.3

19. What contributions can your business/industry make to a consortium effort to implement TQM, TQE, or CI?

a. No contribution	18.2%
b. Provide staff as trainers	36.4
c. Training materials	27.3
d. Facilities	18.2
e. Reserve slots in on-going training programs	9.1
f. Provide staff to plan consortium's approach	18.2
g. Other	0.0

- Have discussed this.

20. What other questions should we have asked you about Tech Prep? 63.6%

- Would really like to see it become a reality -
- We need to have it. Also, a way to promote environmental awareness.
- Regulation calls for people to breakdown the turf issues they create - TP can work as long as people try - if educational system changes - This can happen if people don't panic and return to status quo.

- Need to communicate to counselors and parents as much as can. Future of TP absolutely depends on this. So moved don't even know about it, both parents and counselors. Need to educate them.
- There's so much potential but we're not there yet - lack of real commitment by business. Also, teacher has been left out and only brought in the last 8 months - want to be more involved. Business is dragging heels - may not understand it - also, may be suspicious of no-ed-sec TP as part of that. It'll be hard to over come.
- How can education see/use industry in a more positive way?
- Keep stressing practical application of geometry and trigonometry.
- What are your expansion plans? Do manufacturing well before expanding.

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APPENDIX I

Findings From Interviews With Ten Parents of Tech Prep Students

PARENT INTERVIEW RESULTS
N=10

1. How well do you understand (1 = low; 5 = high) Tech Prep?

1	0.0%
2	0.0
3	10.0
4	60.0
5	30.0

2. Are there things about Tech Prep you do not understand?

No	90.0%
Yes	10.0

3. If "Yes," what do you not understand? 100.0%

- Preparing my daughter for a very rewarding, and promising future & career in several different areas of the medical profession. Creating a wealth of knowledge that will benefit here for a lifetime! Thank you very much for giving her this opportunity!
- My child has learned how to do things with computers & things which will enable her to get a better job
- The involvement of larger corporations in the students.
- She like it but she have a hard time in it help me to because I have a little of it for my job to
- To see my son's enthusiasm!
- More about steps schools are taking to involve students
- Daughter keeps her posted

4. How supportive (1 = low; 5 = high) are you of Tech Prep?

1	0.0%
2	0.0
3	0.0
4	0.0
5	100.0

5. How is that support expressed?

a.	Attend Tech Prep meetings, when invited	60.0%
b.	Serve on Tech Prep advisory committees	20.0%
c.	Talk about Tech Prep with co-workers	80.0%
d.	Talk with employer about Tech Prep	60.0%

e.	Encourage children to enroll in Tech Prep	90.0%
f.	Serve as mentor for Tech Prep students	30.0%
g.	Talk to policymakers and legislators about Tech Prep	20.0%
h.	Other	0.0%

6. To date, how would you rate the value of your consortium's Tech Prep initiative to your child?

Of no value	0.0%
Of little value	0.0
Somewhat valuable	0.0
Very valuable	90.0
No Response	10.0

7. What changes, if any, have you seen in your child as a result of enrolling in Tech Prep?

a.	No changes	0.0%
b.	More interested in school work	60.0%
c.	Better grades	70.0%
d.	Sees the importance of education in getting a good job	80.0%
e.	Now plans to attend a postsecondary institution	60.0%
f.	Now plans to enroll in an apprenticeship program	10.0%
g.	Attends school more regularly	20.0%
h.	Seems to like school more	60.0%
i.	Other	40.0%

8. Have you become more involved in your child's education because of Tech Prep?

No	40.0%
Yes	60.0

9. If "Yes," how are you now involved?

a.	Helping my child make career choices	66.7%
b.	Teacher conferences	33.3%
c.	Visiting classrooms and laboratories	50.0%
d.	Serving as a teaching assistant	0.0%
e.	Providing social events for students	0.0%

10. Do your child's teachers seem to welcome your involvement in his/her Tech Prep program?

No	0.0%
Yes	90.0
No Response	10.0

11. If "Yes," is this different from your past experiences with his/her teachers?

No	22.2%
Yes	77.8

12. How would you rank order the "image" of these four programs at your child's school? Give the program with the best image a "1" and the one with the worst image a "4."

	Mean Rank
College Prep Program	1.4
Tech Prep Program	1.9
Vocational Education Program	2.9
General Education Program	3.6

13. Have you become interested in pursuing additional education or training for yourself because of your child being enrolled in Tech Prep?

No	40.0%
Yes	50.0
No Response	10.0

14. What is the most exciting thing about Tech Prep to you? 90.0%

- Child doing better in school
- Positive effect on child-attitude toward school, grades better
- Son has succeeded and will graduate
- Hands on experience in a technical area
- Offers my child a better chance at a good job
- Child learning so much more.
- So excited, it's hard to explain. She (her daughter) is planning her career at age 18. Gives her direction so mom is sold on it. She can see herself in this - would have done it if it was there 25 years ago.
- Like it all - impressed with computer lab.
- Never before seen the school take a previous interest in really teaching kids about the world of work. Kids never before really understood the nature of work.

15. What other questions should we have asked you about Tech Prep? 50.0%

- What about the teachers? Wonderful, enthusiastic, involved
- Should Tech Prep be stressed more for all kids? Yes
- How can students learn about Tech Prep earlier?

- TP is targeting daughter's areas - Mom would like to see program range broadened - to include more fields.
- If any concern - worry that others parents don't know about it. Would like to further educate parents about it.

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APPENDIX J

Findings From Interviews With 12 Tech Prep Students

STUDENT INTERVIEW RESULTS
N=12

1. How did you learn about Tech Prep?

Guidance counselor	66.7%
Tech Prep presentation	16.7%
Tech Prep teachers	0.0%
Other students	0.0%
Other	16.7%

- JVSD faculty
- Field trip to Buckeye JVSD
- Letter in the mail

2. How well do you understand (1 = low; 5 = high) Tech Prep?

1	0.0%
2	16.7
3	0.0
4	58.3
5	16.7
No Response	8.3

3. Are there things about Tech Prep you do not understand?

No	75.0%
Yes	16.7
No Response	8.3

4. If "Yes," what do you not understand? 100.0%

- Just don't know much about it except for the name (I described it for her, and her faculty member joined in the discussion.)
- All he knows is what he's heard which is not a lot

5. To date, how valuable has Tech Prep been to you?

Of no value	0.0%
Of little value	8.3
Somewhat valuable	0.0
Very valuable	91.7

6. What changes, if any, have you undergone as a result of enrolling in Tech Prep?

a. No changes	0.0%
b. Schoolwork makes more sense	58.3%
c. More interested in school work	58.3%
d. Making better grades	66.7%
e. Know more about the job market	58.3%
f. Sees the importance of education in getting a good job	50.0%
g. Now plans to attend a postsecondary institution	50.0%
h. Now plans to enroll in an apprenticeship program	25.0%
i. Attends school more regularly	25.0%
j. Like school more	41.7%
k. Other	25.0%

- Got a job with Goodyear (a girl in the auto tech program is one of the best students.)
- Was going into the Army - now plans to continue education
- Know more about industry and what it expects

7. Do your teachers seem interested in helping you be successful in their classes?

No	0.0%
Yes	91.7
No Response	8.3

8. Do your teachers involve you in decisions about what you learn?

No	8.3%
Yes	75.0
No Response	16.7

9. Is this interest and involvement different from your experiences in other courses?

No	0.0%
Yes	83.3
No Response	16.7

10. Is it easier to learn what the teacher is teaching in Tech Prep?

No	0.0%
Yes	83.3
No Response	16.7

11. If "Yes," why? 90.0%

- More individualized; integrated subjects; contexts for learning
- More friendly; able to "see" what they are talking about
- Was in the JVSD Voc program before
- Related and interrelated
- Because of their explorations
- Applies to job market
- Working together
- Because its hands on & "real world"
- Studies connected to real work
- Makes sense

12. Has enrolling in Tech Prep caused you to "miss out" on any school subjects or activities that are important to you?

No	83.3%
Yes	8.3
No Response	8.3

13. If "Yes," what? 100.0%

- Dropped choir
- Art classes, one Science, one Social Studies not taken will have to cram them in next year to graduate

14. How would you rank order the "image" of these four programs at your school? Give the program with the best image a "1" and the one with the worst image a "4."

	Mean Rank
College Prep Program	1.4
Tech Prep Program	2.2
General Education Program	3.3
Vocational Education Program	3.6

15. Have your parents become more involved in your education because of Tech Prep?

No	33.3%
Yes	50.0
No Response	16.7

16. If "Yes," how are they now involved?

a. Helping you make career choices	33.3%
b. Teacher conferences	25.0%
c. Visiting classrooms and laboratories	8.3%
d. Serving as a teaching assistant	8.3%
e. Providing social events for students	8.3%
f. Other	33.3%

- They're really happy about it
- They talk more - they seem happy about it
- Serves as steering committee member

17. Have they become more interested in pursuing additional education or training for themselves because of Tech Prep?

No	33.3%
Yes	16.7
No Response	50.0

18. What is the most exciting thing about Tech Prep to you? 91.7%

- Job opportunities; good faculty; college opportunity
- The experiences as individuals and as a class or team
- Opportunity he's been seeking - in HS
- Opportunity to learn auto technology
- New innovative - The way my classmates & 2 react to
- Tech Prep will cause changes - "Pioneers"
- Getting to work w/hands in air open atmosphere
- Getting to understand different careers in high school
- Working on different things instead of same thing over and over also helps me to learn algebra thrcugh my electronics course
- Summer jobs connected to classroom studies
- Teachers are really interested in me
- Lab experiences & field trips

19. What other questions should we have asked you about Tech Prep? 41.7%

- Biggest problem is recruitment - a lot of unmotivated students and this is a waste of the program. Need to focus on people who will work hard
- Don't see much advertising and this is a problem
- Should take a group of TP students to the lower grades to talk about it. The teachers are a big part of the problem; they push you, but they also slow you down if they need to
- If no TP probably would be in college prep

- What would you change about Tech Prep? Needs more publicity - People don't really understand - Vo-Ed stigma needs to be erased
- What is the level of rigor in Tech Prep?
- How can Tech Prep be publicized earlier?

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APPENDIX K

Tech Prep Student Survey Results

TECH PREP STUDENT SURVEY RESULTS
(N = 367)

1. Tell us about yourself:

   a. When were you born?

1974	0.3%
1975	1.4
1976	11.7
1977	40.3
1978	43.1
1979	0.5
Other/No Response	2.8

   b. Sex:

Female	32.7%
Male	67.3

   c. Grade Level:

9th grade	0.0%
10th grade	1.1
11th grade	77.9
12th grade	20.4
No Response	0.5

   d. What kind of grades do you usually get?

"A"s and "B"s	34.1%
Mostly "B"s, some "C"s	35.7
Mostly "C"s	26.4
Mostly "D"s and "F"s	2.7
No Response	1.1

   e. Are you enrolled in Tech Prep now?

No	1.6%
Yes	98.4

2. Tell us about Tech Prep?

   a. How did you mainly learn about Tech Prep?

Guidance counselor	45.0%

Tech Prep presentation	21.3
Tech Prep teachers	12.5
Other students	10.1
Coordinator/Recruiter	1.7
Siblings/Parents	1.4
Mail/Brochure	0.8
Other	4.2
No Response	3.0

b. Do you want to know more about Tech Prep?

No	46.6%
Yes	52.3
No Response	1.1

c. What would you mostly like to know more about?

Purpose	3.8%
Job opportunities	61.6
Further educational opportunities	23.4
No Response	11.2

d. What career or career cluster are you preparing for?

Electronics/Engineering	34.0%
Physical Therapy/Health Care/Medicine	19.7
Auto	8.4
Computers	7.9
Business/Office Work	3.8
Communications	1.8
Other	14.7
No Response	9.7

e. Do you plan to continue your education after high school?

No	4.6%
Yes	95.4

f. What kind of additional education do you plan to pursue immediately after high school graduation?

Community College	56.4%
Apprenticeship	2.2
Armed Forces	5.2
4-year university	20.2
Private trade school	6.0
Other	0.2
No Response	9.8

g. To date, how valuable has Tech Prep been to you?

Of no value	4.4%
Of little value	3.5
Somewhat valuable	33.8
Very valuable	58.3

n. What changes, if any, have you undergone as a result of enrolling in Tech Prep?

No changes	13.6%
Schoolwork makes more sense	30.0
More interested in school work	40.1
Making better grades	49.0
Know more about the job market	42.8
See the importance of education in getting a good job	48.5
Now plan to attend a postsecondary institution	22.3
Now plan to enroll in an apprenticeship program	5.2
Attend school more regularly	21.3
Like school more	41.7
Dislike School More/Get into Trouble	1.1
Other	6.3

i. . Do your teachers seem interested in helping you be successful in their classes?

No	5.2%
Yes	94.0
No Response	0.8

j. Do your teachers involve you in decisions about what you learn?

No	17.2%
Yes	81.2
No Response	1.6

k. Is this interest and involvement different from your experiences in other courses?

No	10.6%
Yes	88.0
No Response	1.4

l. Is it easier to learn what the teacher is teaching in Tech Prep than it is in your other courses?

No	33.0%
Yes	64.9
No Response	2.2

m. If "Yes," why?

Explained More Clearly/Easier to Understand	22.6%
More Time Spent with Student	10.0
Hands On	9.2
More Interesting	8.7
Better Teachers	4.7
Other	6.8
No Response	37.9

n. Has enrolling in Tech Prep caused you to "miss out" on any school subjects or activities that are important to you?

No	80.4%
Yes	19.1
No Response	0.5

o. If "Yes," what?

Home School Activities	27.7%
Science/Math/Computer Classes	15.7
Assemblies at school/Clubs	9.6
Sports/Gym	8.4
Music/Art	8.4
Other	25.3
No Response	4.8

p. What is the "image" of Tech Prep at your school?

Same as Vocational Education	26.4%
Better than Vocational Education	28.3
Same as General Education	4.9
Better than General Education	18.3
Almost as good as College Prep	14.4
Equal to or better than College Prep	23.4
Don't know	28.9

q. Have your parents become more involved in your education because of Tech Prep?

No	54.0%
Yes	45.5
No Response	0.5

r. If "Yes," how are your parents now involved?

Helping you make career choices	37.1%
Teacher conferences	13.9
Visiting classrooms and laboratories	13.9
Serving as a teaching assistant	2.5

Providing social events for students	2.5
Showing Concern/Assisting with Work	7.6
Other	2.3

s. Have your parents become more interested in pursuing additional education or training for themselves because of Tech Prep?

No	80.7%
Yes	15.8
No Response	3.5

t. What is the most exciting thing about Tech Prep to you?

Opportunities for Career/College	17.8%
Hands On/Job Experience	10.6
Learning/Learning Pace/Learning Freedom	10.3
Computers	5.7
Challenging/Positive Atmosphere	5.7
Other Specific Subjects (Auto, Electronics, Physics, Accounting)	5.4
Teacher/Student Relationships/Friends	4.4
Field Trips	4.1
Scholarship to College	3.9
Manufacturing Programs	1.8
Labs	1.8
Other	13.4
No Response	15.2

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APPENDIX L

Tech Prep Parent Survey Results

TECH PREP PARENT SURVEY RESULTS
(N = 70)

1. Tell us about yourself:

   a. When were you born?

Before 1940	2.8%
1940-1949	34.2
1950-1959	55.8
After 1960	2.9
Other	4.2

   b. Where were you born?

County you live in now	35.7%
Different county	35.7
Different state	24.3
Different country	2.9
No Response	1.4

   c. Check your highest level of formal education?

8th grade or less	0.0%
9th grade	4.3
High school graduate	45.7
Apprenticeship	1.4
Armed Forces training	4.3
Community college courses	11.4
Associate Degree	11.5
University coursework	11.4
University degree	7.1
Other	2.8

   d. Do you work for pay outside the home?

No	17.1%
Yes	82.9

   e. Do you run a business from your home?

No	88.6%
Yes	10.0
No Response	1.4

f. What is your job title?

Low-Skilled Labor (Waitress, Driver, etc.)	18.6%
Secretary/Clerical	14.3
Manager/Administrator	12.7
Nurse/Health Care Worker	8.5
Manufacturing/Assembly Worker	7.0
Homemaker	5.7
Skilled Labor (Mechanic, Electrician, etc.)	5.7
Teacher	2.9
Computer Programmer	2.8
Other	14.7
No Response	7.1

g. How long have you worked in this job?

Five years or Less	38.6%
6 - 10 years	22.8
11 - 15 years	14.3
Over 15 years	17.0
No Response	7.1

h. Do you work in the county where you live?

No	24.3%
Yes	67.1
No Response	8.6

i. If you work outside your home county, how many miles do you commute each way to work?

0 - 10 miles	52.9%
11 - 30 miles	35.3
Over 30 miles	11.8

j. What was your total family income in 1994?

Less than $30,000	35.7%
$30,000-$50,000	31.4
$50,001-$70,000	20.0
More than $70,000	7.1
No Response	5.7

2. Tell us about your child who is enrolled in Tech Prep.

a. Sex:

Female	35.7%
Male	64.3

b. Age:

16 years old	24.3%
17 years old	54.3
18 years old	18.6
19 years old	2.9

c. Grade Level:

9th grade	0.0%
10th grade	0.0
11th grade	68.6
12th grade	31.4

d. What kind of grades does he/she usually make?

"A"s and "B"s	60.0%
Mostly "B"s, some "C"s	22.9
Mostly "C"s	17.1
Mostly "D"s and "F"s	0.0

e. How did he/she primarily learn about Tech Prep?

Guidance counselor	60.0%
Teachers	18.6
Friends	8.6
Parents	7.1
Don't know	2.9
No Response	2.9

f. Is he/she enrolled in Tech Prep now?

No	0.0%
Yes	100.0

g. What changes, if any, have you seen in your child as a result of enrolling in Tech Prep?

No changes	5.7%
More interested in school work	58.4
Makes better grades	55.7
Sees the importance of education in getting a good job	72.9

Now plans to attend a postsecondary institution	52.8
Now plans to enroll in an apprenticeship program	8.6
Attends school more regularly	12.9
Seems to like school more	45.7
Other	2.8

h. Do you think Tech Prep will help your child get a better job?

No	4.3%
Yes	95.7

3. Tell us what you know about Tech Prep:

a. How did you primarily learn about Tech Prep?

Child told you	48.6%
Descriptive materials sent by school	17.1
Child's counselor	15.7
Child's teachers	4.3
Other Children/Teachers	4.2
Open House Visitation	2.9
School program	2.9
Newspaper, TV, radio	0.0
Other	2.8
No Response	1.4

b. Do you want to know more about Tech Prep?

No	24.3%
Yes	72.9
No Response	2.9

c. What would you mostly like to know more about?

Purpose	0.0%
Job opportunities	35.7
Further educational opportunities	34.3
No Response	30.0

d. Would you be willing to:

Attend Tech Prep meetings, if invited?	51.4%
Serve on Tech Prep advisory committees?	4.3
Talk about Tech Prep with co-workers?	22.9
Talk with employer about Tech Prep?	17.1
Encourage other children to enroll in Tech Prep	54.3
Serve as mentor for Tech Prep students	4.3
Talk to policymakers and legislators about Tech Prep	10.0

e. To date, how would you rate the value of Tech Prep to your child?

Of no value	2.9%
Of little value	1.4
Somewhat valuable	15.7
Very valuable	80.0

f. Have you become more involved in your child's education because of Tech Prep?

No	42.9%
Yes	55.7
No Response	1.4

g. If "Yes," how are you now involved?

Helping my child make career choices	51.4%
Teacher conferences	17.1
Visiting classrooms and laboratories	20.0
Serving as a teaching assistant	2.9
Providing social events for students	4.3
Assisting/Encouraging Child in Projects	5.6
Other	4.3

h. Do your child's teachers seem to welcome your involvement in his/her Tech Prep program?

No	12.9%
Yes	71.4
No Response	15.7

i. If "Yes," is this different from your past experiences with his/her teachers? (Only from "Yes" responses)

No	60.0%
Yes	38.0
No Response	2.0

j. What is the "image" of Tech Prep at your child's school?

Same as Vocational Education	11.4%
Better than Vocational Education	34.3
Same as General Education	0.0
Better than General Education	28.6
Almost as good as College Prep	24.3
Equal to or better than College Prep	22.9
Don't know	28.6

k. Have you become interested in pursuing additional education or training for yourself because of your child being enrolled in Tech Prep?

No	75.7%
Yes	21.4
No Response	2.9

l. What is the most exciting thing about Tech Prep to you?

Expansion of Child's Knowledge & Skills	27.1%
Excellent/Challenging Environment	15.8
Child More Interested in Learning	14.3
Gives Child Insight into Real World	11.4
Overall Change in Child-Growth Self-Esteem	5.7
Computer Education	4.3
Nothing	2.8
Other	2.8
No Response	15.7

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APPENDIX M

Business/Industry Representatives' Survey Results

BUSINESS/INDUSTRY REPRESENTATIVES' SURVEY RESULTS
(n=113)

1. Tell us about your company:

   a. What product or service does your company provide?

Manufacturing	41.8%
Processing	13.4
Business-Related services	11.6
Industrial services	9.8
Distribution	5.3
Other	18.7

   b. Approximately how many people does your company employ in your vicinity?

5001 to 10,000	3.6%
1001 to 5,000	16.1
501 to 1,000	10.7
251 to 500	18.8
101 to 250	15.2
100 or less	35.7
Mean	**822.1**

   c. What is your position in the company?

CEO	12.4%
Plant Manager	8.0
Personnel Director	7.1
Other Supervisor/Manager	34.6
Engineer	8.2
Vice President	7.3
Administrator	4.6
Other	19.1
No response	0.9

   d. In what county is your company located? (Number of responses)

Allen	3	Erie	1	Marion	2	Several	4
Ashland	1	Franklin	2	Miami	3	Shelby	1
Brooke	1	Guernsey	2	Montgomery	2	Stark	5
Champaign	2	Hamilton	3	None in Ohio	2	Statewide	3
Clark	2	Hancock	4	Ottawa	1	Summit	2
Clermont	2	Jefferson	4	Portage	5	Trumbull	4
Columbina	1	Lake	5	Richland	5	Tuscarawas	2
Coshocton	3	Lawrence	3	Sandusky	1	Warren	1
Cuyahoga	3	Lorain	1	Scioto	3	Washington	2
Darke	3	Mahoning	5	Seneca	1	Wayne	4
						Nationwide	11

2. Tell us about Tech Prep:

a. How did you mainly learn about Tech Prep?

Tech Prep Coordinator	39.8%
School Principal	0.0
Local Superintendent	6.2
Media	0.9
Tech Prep Presentation	15.0
Tech Prep Involvement	23.4
Other	14.9

b. Do you want to know more about Tech Prep?

No	34.5%
Yes	61.9
No response	3.5

c. If "Yes," what would you like to know more about?

Purpose	12.4%
Funding	21.2
Future	41.6
Potential for future employees	31.0
How to get more involved	11.5

d. How would you prefer to receive this information?

Printed material	54.0%
Presentation	2.7
Conference with Tech Prep Coordinator	4.4
Other	4.4
No response	34.5

e. Which of the following do you understand to be the purposes of Tech Prep?

To produce a highly educated and qualified workforce that is responsive to the needs of business, industry, and labor	94.7%
To provide expanded opportunities for all students	77.9%
To promote real partnerships among secondary education, higher education, business/industry, and labor	91.2%
To assist students to develop and use career planning skills	70.8%
To provide higher level math, science, and communications competencies for the workplace	77.0%
To provide occupational and employability competencies for the workplace	82.3%
To provide advanced skills for technical occupations through a formal postsecondary experience	77.9%

To foster systemic change throughout secondary and higher education	65.5%
To foster diversity in education and the workplace	43.4%
To foster the concept of life-long learning	54.9%
To promote the use of effective teaching strategies	55.8%

f. How supportive (01 = low; 05 = high) are you of Tech Prep?

1	0.0%
2	0.9
3	7.1
4	15.9
5	75.2
No response	0.9

g. Would your company be willing to:

(1) Give preference to Tech Prep graduates when employing?

No	9.7%
Yes	72.6
No response	17.7

(2) Pay a higher wage/salary to Tech Prep graduates?

No	31.9%
Yes	49.6
No response	18.6

(3) Provide scholarships for postsecondary education of Tech Prep students?

No	48.7%
Yes	24.8
No response	26.5

h. Do you/your company or would you/your company be willing to:

Attend consortium meetings, if invited	81.4%
Promote Tech Prep in speeches	46.0%
Talk about Tech Prep with co-workers	58.4%
Encourage your staff to get involved in Tech Prep	53.1%
Provide resources (cash or in-kind) for consortium activities	31.9%
Serve as mentor for Tech Prep students	52.2%
Provide paid work experience for Tech Prep students	36.3%
Provide unpaid internship experiences for students	46.0%
Provide paid work experience for teachers and counselors	19.5%
Talk to policymakers and legislators about Tech Prep	46.0%

i. To date, how would you rate the value of Tech Prep to:

(1) Secondary students?

Of no value	2.7%
Somewhat valuable	28.3
Very valuable	49.6
Don't know	13.3
No response	6.2

(2) Postsecondary students?

Of no value	5.3%
Somewhat valuable	31.0
Very valuable	37.2
Don't know	20.4
No response	6.2

(3) Employers

Of no value	0.9%
Somewhat valuable	23.9
Very valuable	51.3
Don't know	17.7
No response	6.2

j. What is your business/industry's experience with Total Quality Management (TQM), Total Quality Education (TQE), or Continuous Improvement (CI)?

No interest or commitment	17.7%
Top management interested, decision to implement pending	14.2
Top management committed, process being planned	5.3
Top management committed, process begun	15.9
Being implemented throughout organization	40.7
No response	6.2

k. What contributions can your business/industry make to a consortium effort to implement TQM, TQE, or CI?

No contribution	22.1%
Provide staff as trainers	19.5%
Training materials	14.2%
Facilities	14.2%
Reserve slots in ongoing training programs	14.2%
Provide staff to plan consortium's approach	27.4%
Don't know	6.8%
Other	10.0%

APPENDIX N

Survey of Tech Prep Program
In Selected States

SURVEY OF TECH PREP
PROGRAMS IN SELECTED STATES

I. Goals (1= Most Important, 2= Second Most Important, etc.)

STATES

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
A. Promoting systemic change	2	3	5	2	1
B. Expanding student opportunities	5	4	6	5	6
C. Creating partnerships	4	5	2	3	2
D. Improving career decisions	6	2	3	4	5
E. Academic, occupational, and employability competencies	1	1	1	6	4
F. Advanced technical skills	3	6	4	1	3

II. Program

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
A. Program model most often used					
2+2					
2+2+2		X			
4+2	X			X	X
4+2+2			X		

B. "Clusters"/ occupations implemented most often	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
Business	X	X	X	X	X
Health	X	X	X	X	X
Drafting/Architect. Design	X				
Engineering		X	X	X	X
Mechanical or Trade		X			

C. Curriculum improved strategies most often	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
				NR*	

* All secondary & postsecondary programs required to be competency-based (academic and technical) and to integrate academic and technical instruction using applied teaching methodology

(NR= No Response, DNA= Does Not Apply)

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
1. Secondary competency-based vo-tech courses	X		X		X
2. Postsecondary competency-based technical courses	X		X		X
3. Secondary competency-based academic courses					X
4. Postsecondary competency-based academic courses					
5. Integrating academic theory into secondary vo-tech courses	X	X	X		X
6. Integrating academic theory into secondary postsecondary technical courses					X
7. Integrating vo-tech into academic courses	X	X	X		
8. Integrating technical instruction into postsecondary academic courses		X			
9. Secondary applied academic courses (CORD)	X	X	X		
10. Secondary State/consortium developed applied academics		X			

D. Model includes work-based component	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
YES	X*	X	X**	X***	X****
NO					

* Varies by district. More including it all the time

** Optional, some sites do

**** Optional

E. Percentage of local consortia using apprenticeship as a postsecondary phase	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
	20%	30%	10%	1%	20%

F. Coordination/ integration with S-T-W	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
1. Tech Prep fully integrated into S-T-W	X		X	X	
2. S-T-W integrated into Tech Prep					
3. Tech Prep coordinated with S-T-W		X			X
4. No effort to coordinate the two					

III. State agency responsible for providing leadership

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
A. Elementary/ Secondary Educ. Agency (including Vo-Ed)					
B. Secondary Vo-Ed Agency				X	
C. Vo-Tech Educ. Board/ Agency (Secondary and Postsecondary)	X		X		
D. Postsec. Educ. Agency (including Tech. Educ.)					
E. Postsec. Tech. Educ. Agency					
F. Combination of the above		X*			X**

* NYS Educ. Dept.: Sec. & Post-sec coordination, but different offices

** Ohio Board of Regents and Ohio Department of Education

IV. Funding

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
A. Perkins Title III-E	X	X	X	X	X
B. Perkins Title II-C	X		X		X
C. Other Perkins funds					
D. School-To-Work funds					
E. State Vo-Ed funds					X
F. Other State funds	X*	X**			X***

* State general revenue funds used for staff expenses; some districts use State Blue - print for Career Prep. and academic - vocational integration funds

** Matching expected

*** Department of Development funded S-T-W sites and Performance funding for 2-yr colleges

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
G. Local funds	X*	X**			X

* Some districts use local ad valorem tax funds

** Matching expected

V. Involvement of Business, Industry and Labor

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
A. State governing board		X	X		X
B. Consortia governing committees	X	X	X	X	X
C. State advisory committees	X	X	X		X
D. Consortia advisory committees	X	X	X	X	X
E. Identify competencies	X	X	X	X	X
F. Other Curriculum development	X	X			X
G. Teacher staff development	X	X		X	X
H. Teacher paid work experience	X	X			X
I. Teacher unpaid work experience	X	X	X	X	X
J. Student paid work experience	X	X	X	X	X
K. Student unpaid work experience	X	X	X	X	X
L. Corporate contributions	X	X	X	X	X
M. Corporate expertise	X	X			X
N. Preference in hiring TP grads	X	X	X		X
O. Higher salaries for TP grads	X	X			
P. Other					

VI. Implementation and Growth

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
A. Consortia first funded					
1991	X		X	X	X
1992		X			

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
B. "Start-up" procedures					
1. Planning grants only first year	X				
2. Planning and implementation grants first year		X	X		X
3. One grade level first year, then add second grade level					
a. Grade level					
9					
10					
11					
12					
4. Multiple grade levels first year					
5. Other				X*	

* Three years to design, develop, and implement; annual renewal

C. No. students now enrolled	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
795					X*
1200			X*		
8305		X			
17770				X	
35000 +/-	X				

* According to strict Ohio definition

D. Enrolled in grades	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
9	X			X	
10	X			X	
11	X	X	X	X	X
12	X	X	X		X
13	X		X		
14	X		X		

E. First Tech Prep high school graduates	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
1993	X				
1994		X	X		
1995					X
1996				X	

F. First Tech postsecondary graduates	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
1995	X		NR		
1996		X			
1997					X
1998				X	

G. Employed Tech Prep graduates	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
				DNA	DNA
YES	X	X			
NO			X		

H. Employed in area trained for	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
		NR	DNA	DNA	DNA
YES	X				
NO					

VII. State-wide Evaluation

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
A. Third-party evaluation					
1.Annual		X			
2.Five year longitudinal		X			X
3.Other	X*				
* University with state representation on visitation teams, every other year					
B. In-house evaluation			X*	X*	
* On-site team evaluation					
C. Other					
D. No state-wide evaluation					

VIII. Major Successes/Failures

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
* Varies from consortium to consortium No entire state initiative, funded individual pilot sites			NR*		
A. Successes					
* Vary with consortia				NR*	
1. Administrative Support					
Secondary	X	X			X
Postsecondary	X	X			X
2. Collaboration between secondary and Postsecondary educators					
Secondary	X	X			X
Postsecondary	X	X			X
3. Collaboration of vocational and academic educators					
Secondary	X	X			X
Postsecondary	X				
4. Clearly defined Tech Prep guidelines / objectives					
Secondary	X	X			X
Postsecondary	X				X
5. Articulation agreements					
Secondary	X	X			X*
Postsecondary	X	X			X*
* "Pathways"					
6. High degree of involvement and support at the state level					
Secondary	X				X
Postsecondary	X				X

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
7. Support/ involvement of business, industry, and labor					
Secondary	X	X			X
Postsecondary	X	X			X
8. Networks among Tech Prep programs					
Secondary	X	X			X
Postsecondary	X	X			X
9. Increased awareness of Tech Prep					
Secondary	X	X			
Postsecondary	X	X			
10. Integrating Tech Prep into larger reform efforts					
Secondary	X	X			
Postsecondary	X	X			X
11. Applying TQM approach					
Secondary					
Postsecondary					

B. Obstacles/ problems

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
1. Negative attitudes toward Vo-Ed or Tech Prep					
Secondary	X	X		X	X
Postsecondary		X		X	X
2. Vocational educators resistance to change					
Secondary		X			X
Postsecondary		X			X
3. Secondary schools resistance to replacing the general track					
Secondary		X			
Postsecondary	DNA	DNA	DNA	DNA	DNA
4. Secondary and postsecondary "turf battles"					
Secondary	X	X		X*	X
Postsecondary	X	X		X	X
* Among secondary educators also					
5. Difficulty defining curriculum reform/ revising curriculum					
Secondary					X
Postsecondary					X

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	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
6. Difficulty in negotiating articulation agreements					
Secondary				X*	
Postsecondary				X*	
* Only because state requires including certain elements					
7. Lack of definition of student participation in Tech Prep					
Secondary					
Postsecondary					
8. Lack of truly integrated curricula					
Secondary					X
Postsecondary					X
9. Lack of support/ involvement among local administrators					
Secondary				X*	X
Postsecondary				X*	X
* Goes back to "turf"					
10. Lack of collaboration between secondary and postsecondary					
Secondary		X			X
Postsecondary		X			X
11. Lack of collaboration between vocational and academic					
Secondary					X
Postsecondary					X
12. Lack of staff, time and money dedicated to Tech Prep					
Secondary			X		X
Postsecondary			X		X
13. Lack of support / involvement of business and industry					
Secondary					
Postsecondary					
14. Lack of business and industry in state/ consortia regions					
Secondary					
Postsecondary					
15. Difficulty accessing information about how to developTech Prep					
Secondary					
Postsecondary					

	FLORIDA	NEW YORK	OKLAHOMA	PENNSYLVANIA	OHIO
16. Constraints/ conflicts in class scheduling					
Secondary				X	X
Postsecondary				X	
17. Problems defining Tech Prep guidelines/ objectives					
18. Conflicts with other reforms					
Secondary					
Postsecondary					
19. Application of TQM approach					